

# Break

## Opti-pessimist

The universities felt the sharp edge of Mr Healey's axe three times last year and there is no prospect of improvement for them. Harsh alternatives have therefore to be considered.

In London, the clerk of the University Court has invited the Institute of Education to say how they would manage on some £180,000 loss in real terms in 1977-78, a cut of about 6 per cent.

After doing some sums, tentative proposals have been drawn up which would save £200,000 over two years, enough to meet a £180,000 cut in one year, and cover the present deficit of £80,000 for 1976-77 with a bit to spare.

The cuts are pretty drastic: almost all academic and administrative vacancies would have to be left unfilled; some temporary appointments would not be renewed; support services—secretarial help and maintenance staff—would be cut down; academic budgets for departments would be cut by a third; the library grant would be cut by £5,000 and the move to new premises which offer retirement at 60 with an option to 65 rather than 62 will be introduced more quickly.

What cuts such a level mean, according to the institute's director, Bill Taylor, is that the number of vacancies will not be filled and therefore some courses may have to close even if they are recruiting well. The only other way of making comparable savings would be through redundancies, and that the director is determined to avoid.

As it is, he is hoping that six per cent is an overestimate. "I am optimistic that I have been too pessimistic. A list of vacancies has been drawn up in order of priority. When the final list is announced in March, Dr Taylor will know how far up that list he has to draw the line. Until then uncertainty reigns, but at least the possibilities have been set out for all to see so that when, for example, departments find their budgets cut by a third, or the copying machine out of order, while it will be nasty it will be no surprise.

All the working is set out in the latest issue of the Reporter, the institute's newsletter.

Nor is that the whole of the gloomy story. Higher fees for foreign students and for graduate students could produce a drop in numbers just when the institute had set itself to cut down those patches as its initial training functions disappeared.

Full-time secondment, already seen as an expensive luxury by local authorities, is likely to become rarer. Some compensation in terms of numbers could come from an increase in part-time students. Fees for part-time courses are not rising so sharply and authorities can more easily second people for part-time study. But that means drawing from a narrower geographical area and who can be confident about part-time secondment in any case?

All the same, Dr Taylor is working on the optimism: "If the DES can be successful in persuading local authorities to spend the whole of the money set aside in the rate support grant on in-service training things should be all right. And with 10,000 returners included in the estimates for the future teaching profession, it is going to be absolutely essential that they do provide in-service training at an adequate level."

## No new broomery

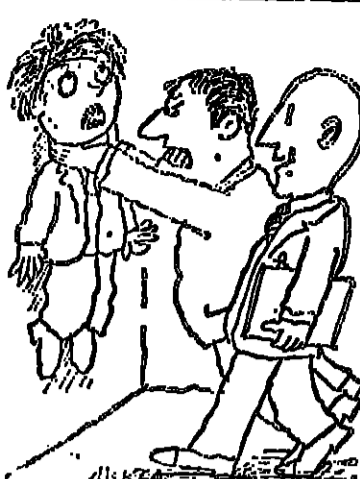
For Walter James, dean of educational studies at the Open University, the prospect of 1977 is not gloomy. For a start he has a CBE to celebrate, recognition of his part in converting the Standing Committee of National Voluntary Youth Organisations into the National Council for Voluntary Youth Services. (He was chairman during the transition.)

This body, bringing together national and local services, has been coordinating and consolidating funds and trumpeting on about, for example, youth unemployment for three years now. And just before Christmas, one of its favourite projects matured, with the first meeting, chaired by Margaret Jackson, of the Consultative Body for Youth Service, a body bringing together statutory and voluntary organisations.

After eight years of the Open University, Walter James is moving in September to become principal of Worcester College of Higher Education. "I want to avoid any suggestion of new broomery," he says, "and the Olympian heights of the Open University full of things I want to do."

Change there will clearly be as the Worcester College of Education continues its metamorphosis from teacher training to half teacher training (including in-service) and half other courses. But how and what will depend on the views of the staff. "Of course, I have certain ideas which I've developed at the Open University, and the more open access we get the better, but how to work it will require the expertise of the people who are there."

Worcester College's articles of government are with the DES now. They already have CNA validation for their BEd and the new graduate Certificate of Education, and, more unusually, for a BA in combined studies for which the first students enrolled last September.



There goes the last of your resolutions then Mr Kerwell.

After all they have to elect two vice-presidents this year not just one like last time. And also only lost them by a mere 90 votes.

## Whirlwind maestro

Among numerous changes of office at the NAS-UWT, one in particular should be noted by the sponsors of the Schools Prom.

Eric Pinkett is retiring as principal music adviser for Leicestershire after 28 years. Since Stewart Mason, then chief education officer, picked him out of Melton Mowbray Grammar School in 1948, a school master and wartime director of RAE military bands, he has built up school music in the county, from nothing to a point where 20,000 children play some sort of instrument and 3,000 gather on Saturdays and during the holidays to take part in the work of the Leicestershire School of Music.

He is being replaced by Peter Fletcher who was for seven years staff inspector for music in Inner London and who has for the past three years been professor of music at Dalhousie University, Nova Scotia.

Peter Fletcher describes his years in London as something of a "whirlwind". In that time he founded the JEA music centre, the centre for young musicians, the Cockpit ensemble, the London Youth Symphony Orchestra, which he conducted, and the London Youth Chamber Orchestra. In short, he played a large part in the flowering of school music in London in the past 10 years.

Skill at working the system contributed to this success. When, for example, London introduced a virtual scheme for its schools allowing them to spend a certain amount of their money at their own discretion, for example, purchase staff or equipment, Peter Fletcher secured agreement that for accounting purposes part-time music staff should only "cost" a school half as much as other part-time staff. The thing is done, and the requirements of remedial reading staff, or at realized what had happened.

Andrew Fairburn, director of education for Leicestershire, is hoping that this flair will lift the county's school music on to a yet higher plane. He wants to correct the pre-emptive more boys involved and he wants to broaden the base generally. He hopes to do both by building up choral music. And he reckons Peter Fletcher is the man to do it. He advised in the East Riding and as director of music at Beverley Minster. And he is only 40.

## Terry's gong

Terry Casey, general secretary of the NAS-UWT, sees his CBE—the first ever to be awarded to an official of the union in the 60 years of its (that is the NAS's) existence—as recognition "that we are a legitimate part of the scene, that we play our part."

It is an honour is given to Joe Bloggs because he's Joe Bloggs, that's three cheers for the NAS. If it given to the secretary of some association that must be three cheers—well anyway two cheers—for the organization.

It may denote special approval of the things the union stands for. It may even, he thinks, have something to do with having successfully brought the NAS and the UWT together. Certainly he is at pains to minimize any offence—and or any jokes—about the fact that he was gazetted simply as secretary of the NAS. "I think that has to do with the fact that these things take a long time. I think it had straggled off before the merger last January."

The union, he insists, is not giving its "our" members a raw deal. It's just that they have been rather backward in coming forward. Now if Chris Skevington, ex-president of the old UWT were to put up for vice-president again—nominations close at the end of this month—she might well nudge, nudge, wink, wink stand a good chance of getting elected this time.

## Sorry psychs

Let no one doubt that the shoe is really beginning to pinch. Treasury analysts and DES statisticians may argue that we are simply trimming the fat, but there is now evidence that the very fabric of the education service is being slashed.

The latest evidence comes from the Association of Educational Psychologists, who say that authorities "are being forced to economise a quite outside the box as you might think because the association has discovered that only 30 per cent of psychologists in the education service have been 'frozen', not because of the lengthy postgraduate training but because they are unable to get back into the job."

What has brought the full force of the situation home to the profession is that its members are being told they are to be paid for attending conferences. As the association's journal reports in a leading article, "Perhaps the most serious effect of financial stringency has been seen more clearly in the work of the professional psychologists. It has all happened with a vengeance, not normally given to the profession. The consequences are that jobs must come before conferences but says that it does not mean the impact of losing 'a professional readers will know the hiphypated forms. In this case I think it kinder to stick to the traditional psychologists' own speak."

## Feet first?

Mr Mervyn Wigram, JMI, is fairly no exception to the rule. Inspectors are not given to the greatest utterances of their own in on controversial educational issues. So in speaking frankly and fully about his own views on curriculum he did not fail to hint that for the purposes of a great debate HMI have had a lip unlubricated.

It will be interesting to see the next few months, now a inspectors are for once as viewed of silence, whether they have penetrating insights as to whether, having had their lips unopened, they put their feet in the air.

## Next week

Lady Plowden looks at the influence of the Plowden Report ten years after its publication. Leila Berg on reactions to Mervyn.

Jonathan Crain visits the National Children's Centre in Hammersmith. Kenneth Minogue traces the development of the fashionable concept.

Books: Marcel Bollins looks at the relationship between criminology and the sociology of deviance; Howard Strangman views some textbooks for management studies; David Wright on Coleridge.

TES Extra: Travel.

# Educational Supplement

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## But there's a silver lining, says Minister

by Stephen Cohen

Poor teachers, weak headmasters and headmistresses, modern teaching methods, ill-informed captains of industry and feckless parents all came under the spotlight last week in a major speech by the education Secretary, Mrs Shirley Williams.

Some young men and women had entered teaching in the last ten years "with no great inclination or talent", she said.

She agreed there were some poor schools with weak staff and a lack of leadership from the head. And there were doubts about some modern teaching methods.

But she had seen no evidence to support claims that standards in schools were dropping.

The claims were laid to refute if only because their authors so rarely offered any evidence themselves. "But the evidence available to me—and I have sought it ever since I became Secretary of State—does not bear out these claims", she said.

Mrs Williams told the North of England Education Conference at Bradford, Staffordshire, that people in education were now "willy-nilly" involved in a debate which was not of their choice.

"Yet the debate is important, because it reveals worries and concerns among parents and others that deserve to be taken seriously, and that, if proven, must be met."

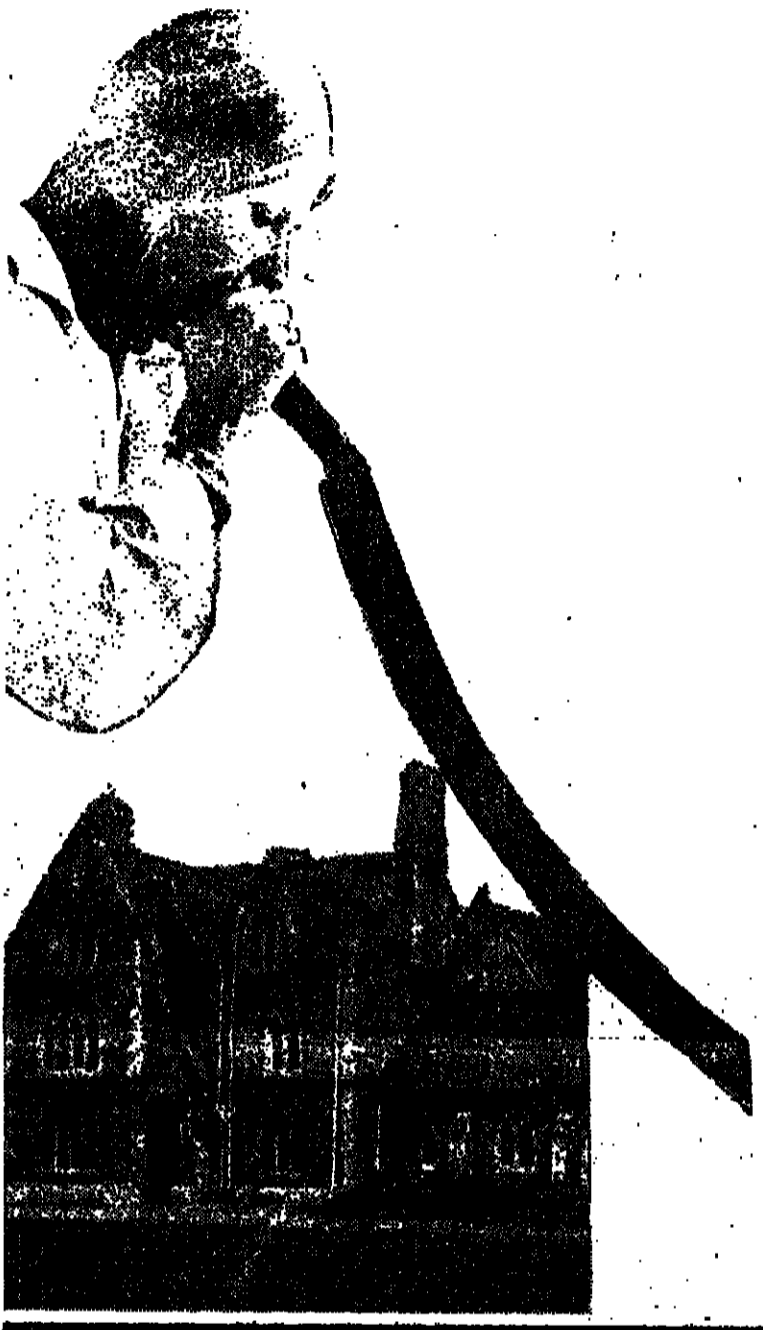
"I myself believe that some foolish and sensational generalizations have been made, based sometimes on one school or even on one child," she said.

But Mrs Williams was sure that the work of the next ten years had to be concerned with improving the quality of education—not because it had declined, but because the demands made on schools had massively increased.

Parents and society wanted more from education but did not always offer support to teachers. "Parents cannot demand discipline from the schools if they do not insist upon it themselves; and we do not want parents who seem unconcerned about how much television their young children watch, or even their own children are."

More recently, some people suspect that education has become a scapegoat for our economic failings, or even for the strains between the generations.

Modern teaching methods in maths and science made greater demands on teachers, she said. A balance had to be struck between the best teaching methods and the ability of the staff.



## Colleges under the guillotine?

Any day now, the DES will pronounce the death sentence on at least 30 more colleges of education

Already there has been a major about-turn in policy. In future, mergers with colleges of further education are out. Almost all teacher education is now to be concentrated in universities, polytechnics and higher education colleges

Where will the cuts come? Inside, Audrey Segal, an expert on Britain's higher education institutions, takes an area-by-area look at which colleges are least likely to survive when the DES list is published

## In pursuit of value for money

Like all good speakers, Mrs Shirley Williams has a way of communicating a bit more than she actually says. Her speech at the North of England Conference last week bore this out. It was a literate and brisk tour of the educational horizon, stopping briefly from time to time to recapitulate the latest ministerial line on standards, the curriculum and the need to use the discipline of economic stringency to improve the quality of education by putting first things first. In delivery, however, the effects were both hardened and softened.

Her forthright comments on the deficiencies which she identified in present practice—"Shirley slams the teachers"—were made more acceptable by her patent goodwill toward the education service generally; while her sweet reasonableness added steel to her insistence that the teachers would have to face the economic alternatives to the cuts she hopes I.E.S.s will make in the cost (and number) of adult free dinners.

Her references to the impact of declining population in comprehensive secondary schools provided an important pointer to the future. The Department has already begun to study the effect of shrinking sixth forms on the patently inadequate arrangements for older pupils in a great many all-through comprehensives.

Smaller numbers are going to "make things worse"—increase the range of schools which cannot muster the 90 or 100 pupils which, in the long run, must be regarded as the minimum needed to organise an efficient and economic sixth form. But even without this new urgency, Mrs Williams' commitment to getting the best

quality of education from the huge, but limited, resources available would have forced her to look closely at the academic weakness and extravagant use of staff inherent in the structure of many medium and small comprehensives (not to mention the social vulnerability of many large ones).

Her suggestion that this points (as indeed it must) in the direction of some form of two-tier system—the sixth form or tertiary college seem to be moving rapidly into the ascendant in DES thinking—brought a predictably negative response from Professor C. B. Cox at the Council for Educational Standards meeting last weekend (page 4). The strength of the traditional secondary school has undoubtedly owed a great deal to the incorporation within a single staff of academically well-qualified teachers prepared to teach across the whole secondary school range. But within the policy restraints which Mrs Williams recognizes (which are not, whatever Mr St John-Stevens may say, in practice very different from those which will confront the next Conservative education minister), there is an obvious need to concentrate sixth-form work in fewer institutions, where it can be better and more economically undertaken. If this is so, no one need be surprised if the tertiary college begins to look more and more attractive.

## No comment

The fifth title in this stimulating series is "Death" from Oxford University Press leaflet.

## Naming of names

Between 20 and 30 more I.E.S.s who are dragging their feet over going comprehensive will be named by Mrs Williams in the Commons on Tuesday. page 3

## Standards debate

At a conference in London this week, the National Council for Educational Standards accused the Government of conducting a phoney debate on education, and called for a return to selection, excellence and parental power. page 4

## Remedial remedy

Remedial teachers want to improve their image, status and the service they provide. page 4

## Flights of fancy



Myths about trunants are dispelled by a research report from Sheffield. page 5

## Vive la difference

Boys and girls are genetically quite different, an Association for Science Education meeting was told this week. pages 6-7

## Plowden's progress

"We did not stress sufficiently the urgency of children being technologically literate," Lady Plowden says on the impact of her report 10 years on. pages 7, 18

## Theory of theories

"In one corner, ideology is to be found attacking science as a hypocrite. . . . In the other, social science attacks ideology as dogmatic. . . . Kenneth Minogue looks at the concept of ideology. page 20

## Trends in science

A review of new equipment and materials at the ASE conference appears in four special science pages, which also contain details about a new research course at Bath and an assessment by Oxford College on equipment for gathering and counting organisms. pages 25-28

## Travel for learning and leisure

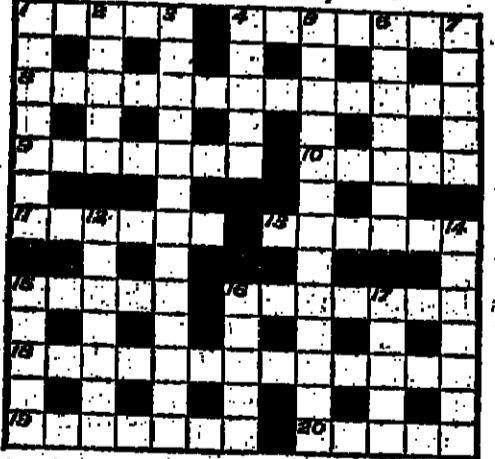
Extra: pages 33-40

Leaders, 2; personal column, John Rae, 4; foreign news, 12-13; letters, 14-15; features, "Nippers" books, child minders, 17-19; books, criminology and deviance by Marcel Bollins, Hans Kling by Peter Hobboll, literature, comedies, English textbooks, children's literature, 23-24; resources, 24; Talk-back, 25-28; reading, 29; science, 25-28; Extra, 33-40; arts reviews, television in black Africa by Kenneth Crispwell, RTV, Africa, 70-71; Chess, 72; crossword, 72; Break, 72.

## Classified ad index

page 30

## Crossword No 1,067



- Across**
- Down in opposition (5).
  - Without cause does one have such property? (7).
  - Naturally a big countdown after the autumn.
  - Unusually proceeding from start to finish (7).
  - Vehicular proof that the Civil Service possesses still (5).
  - Knock who took the wrong turning? (6).
- Down**
- Hit-or-missed? (5).
  - Old-fashioned school teachers are now honoured ladies (5).
  - Technology's description of the mist (7).
  - Parliamentarian who never acts up to his title? (7).
  - Take down the rail, I take down the rail, I take down the rail (7).

**Bridge**

Perhaps the hardest part of the whole game is the opening lead. Should you lead your long suit (to establish it), your short suit (to prepare a ruff for yourself), or trumps (to reduce dummy's ruffing power)?

The short suit lead has become a favourite over the years, especially if headed by the ace; many players likewise cannot resist leading a singleton. But these leads are often disastrous.

West opens one spade, North doubles, and South becomes declarer in 5 diamonds, the best contract. West, on lead, is truly caught on the horns of Hobson's

lock. Even assuming, as he must, that his partner is not likely to have such a case can be made for an opening lead from any one of the four suits.

He is confident of two tricks—the ace of hearts and the king of trumps—so a ruff would defeat the contract. But if he leads either of his short suits, declarer has no trouble. He simply wins the opening club lead (or the second heart lead), tests the trumps, and gives West his two natural tricks.

But observe what happens if West begins by leading his king of spades. Dummy wins, a trump is led and declarer gives West his natural trump trick. Now West leads his queen of spades, forcing declarer to ruff, and shortening declarer's trumps to the same length as his own.

Declarer cannot now draw trumps, because when West comes in with the ace of hearts he would be able to run off three spade tricks. He must try the other suits, but West will either get club ruff at once, or be put on lead again with his ace of hearts. A third spade lead will then shorten declarer's trumps to two, and West's two trumps will stand a good chance of getting elected this time.

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National Council for Educational Standards

# Professor fights for maths

Almost a third of all secondary school mathematics teaching is being done by teachers without a degree in the subject or a teaching certificate with a mathematics specialism. These figures were revealed this week by Professor William Bonnor, head of the mathematics department at Queen Elizabeth College, London University, in an address to 250 delegates at a meeting of the National Council for Educational Standards in London.

Professor Bonnor, who reminded his audience that he had resigned from the board of governors of Paddington School this year after being told by the head that "mathematics would have to fight for its place in the curriculum", claimed that nearly half the children in maintained primary schools were being taught by teachers without an O level in mathematics.

Other reasons for the present crisis in the subject were the obsession with modern methods, egalitarianism and the demise of "hard" subjects in favour of soft options, he said.

Professor Bonnor defended rote learning: "Duller pupils are not bored by rote-like work, but by things they do not understand. There were different orders of mathematical ability. For mathematics to be taught successfully there had to be different courses and streamed classes. He defined sufficient mathematical understanding as "the ability to work with concepts at the level you need".

Faced with self-inflicted and other difficulties, head masters were allowing "hard" subjects to run down, particularly in inner cities. The effect was being felt in the universities. According to the British National Committee for Mathematics, 1,647 fewer candidates applied to read mathematics in 1975 than in 1971. He himself had been laughed at in Paddington School for suggesting that someone should be charged with the welfare of the bright children.

The crisis in maths could be slowly reversed with in-service training, a return to subject specialisation and streamlining, and more basic maths teaching for primary and lower secondary teachers in colleges of education.

## Tory pledge to repeal all-in law

Dr Rhodas Boyson, MP, Conservative frontbench spokesman on education, promised that the next Conservative government would repeal that part of the 1976 Education Act that required local education authorities to go comprehensive. He called for an impartial commission to collate, comment on and publish the results of areas and schools before and after comprehensive reorganisation.

Successful comprehensives should be given every encouragement. All the urban ones should devise a core curriculum for 11 to 14-year-olds, and thereafter specialise in one subject.

Children who showed obvious flair in a subject could opt for the appropriate school at 11, and the rest should transfer at 14. "There would be no slight in subject transfers," he said. Such a system would be economical on staff and equipment. Rural areas should return to grammar schools and select at 11.

The 2 per cent of exceptionally gifted children should be properly stretched in assisted places at direct grant schools. Areas without direct grant schools should set them up. Dr Boyson hoped that some authorities would try education voucher experiments so that parents could have more control over schools. The basis of all Conservative policy, he said, should be to pass power back from the government to the people. He congratulated Mr Colin Graham, Conservative leader of Tameside, for his council's energy and initiative in resisting the Government's attempt to abolish its grammar schools. Mr Graham said that his council had no intention whatsoever of going comprehensive. He reckoned that Tameside's grammar schools were "safe" for the next 10 years, whatever the Government tried to do about them.

Children in Tameside would be tested at seven, 11 and 14. The council was budgeting for the re-introduction of direct grant schools.

## Great Debate 'a phoney'

Professor Brian Cox, of Manchester University, warned that the Great Debate was likely to be a phoney one. The Labour Party had no intention, he claimed, of giving parents the information necessary for such a debate to flourish.

They needed to know standards of attendance, teaching and examination results, and to discover which schools were bad, which good, and why.

He deplored the Department of Education's recent statements in favour of sixth-form colleges. Academic standards would not be maintained in 11 to 16 schools. Once again, it was the bright child from the poor home who would be deprived.

Standards in maths and modern languages were already falling. Comprehensive heads were putting pressure on universities to accept candidates at lower grades. In order to achieve the same degree standards as before, they would need longer degree courses. There was no money for that.

Professor Cox objected to the Prime Minister's "strong utilitarian emphasis" in and the "rigid and philistine" nature of his references to industry's expectations of education.

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Frances Stadden

Remedial education conference

# Remedial staff in limbo —and a search for status

The remedial education service is in a state of limbo. The Hullock report has come and gone and the service is now waiting to see what the Schools Council report on the curriculum needs of the slow learner, and the Warnock committee on special education will produce.

In the meantime, the Prime Minister's great debate with its questioning of standards indicates that remedial teachers will be called to account.

With these issues in mind, the National Association of Remedial Education held a conference last week at Edge Hill College of Higher Education, Ormskirk, on the theme "Guidelines for the future".

Mr Charles Gains, principal lecturer in education at Edge Hill, said the association felt it was time to take a more aggressive approach towards improving the service. Mr Alec Williams, director of behavioural studies, Kingston-upon-Hull College of Education, said he was dissatisfied with the idea of remedial education as a rescue operation. Mr Mike Hinson, deputy chairman of NARE, said it was seen by too many people as "Janet and John in the medical room".

Dr Roy Evans, formerly assistant director of the Children's Bureau and now head of education at Southlands College, Rochamton, suggested that NARE should be renamed the National Association for Preventative Education. The service should be trying to prevent the emergence of inborn handicap. Could this be done, or were teachers merely identifying those who had already failed, he asked. Dr Evans advocated "universal population surveillance — screening of all children at the earliest opportunity and regular monitoring of their progress at school."

The status of the remedial teacher was discussed by Mr John Reynolds, lecturer in curriculum development at Lancaster University. He said the teacher saw himself as a "pioneer" playing only a marginal or low status role. The remedial teacher should be in a position to improve the overall curriculum.

Professor Ron Gulliford, head of the department of special education at Birmingham University, said the remedial teacher should act as a consultant and adviser to his colleagues. All teachers, including those who taught specialist subjects, should have a basic understanding of how a child learns to read and write and should know the problems of slow learners.

Mr Howel Jones, senior lecturer in the department of special remedial education, Jordanhill College of Education, Glasgow, was dissatisfied with reading tests as used by Mr Stephen Jackson, former head of the department of special education at Jordanhill. Mr Jones said teachers should be guided on the use and interpretation of tests by reading ages, not how to follow up the results of the test with the right teaching programme. As everyone was unhappy with available tests he suggested that NARE should devise one for national use.

Mr Jackson took a different view. He advocated using tests based on local vocabulary and speech habits. "I dislike creeping national uniformity: everyone wearing jeans, speaking with the same accent, drinking the same insipid coffee," he called for "the Campaign for Real Ale" had persuaded the breweries to produce local beer and why could the same not be done for reading tests?

Diane Spencer



Pupils from the new Swedish comprehensive school in Barnes, London, step out into an English winter. The school will take 125 students aged seven to 16.

## NUT calls for more nurseries

All children should have a nursery education—and the government is wasting its chance to take advantage of the falling birth rate and teacher unemployment to make it more widely available, the National Union of Teachers argue in a pamphlet published today.

Although there are 20,000 unemployed teachers and a large number of empty nursery schools and classes, only one in 10 of children aged between three and five can go to nursery school, it says. A total of 3.5m children get no nursery education at all.

The pamphlet says government support for nursery education has been erratic, and points out that last year 36 L.E.A.s refused their allocation of central government funds for nursery building. "Even where there are buildings, they often stand empty or are used for other purposes," it says.

The NUT say they oppose the use of nursery classrooms for playgroups because "providing the right educational start will not be achieved by second best or stop-gap measures".

Playgroups may have a place, it says, but only in conjunction with a well-planned, adequately financed system of free nursery education provided by L.E.A.s and available to all children.

"Nursery Education — The Right Start," Free, Fightback Series No 2, National Union of Teachers, Hamilton House, Mableton Place, London WC1 9BD.

Britain may need to encourage more sixth formers to study a foreign language, Mrs Shirley Williams, the Education Secretary, told the annual conference of the Council for Education in World Citizenship last week.

"At present there is very little study by those who do not intend to go abroad, and the wrong kind of modern languages, yet it is often after 16 that boys and girls get to realize just how vital languages can be, especially now that Britain is a member of the Common Market," she said.

The education of our children did not reflect the interdependence of the world we live in, even though there were plenty of projects in schools on international matters. The study of languages was in a weak position in British schools. "Of one aspect which has been very successful in Britain has been the foreign assistants programme which now involves some 4,500 young teachers being placed in British schools, most of them teaching languages. It is a pity that the children they teach not just a knowledge of language but also an insight into what it is like to come from another country."

School visits and exchanges are also useful in this respect, and so is the presence of overseas students, whose numbers have gone up from the 34,500 in 1970-71 to 81,000 in the current year.

## 'Languages are vital'

The education of our children did not reflect the interdependence of the world we live in, even though there were plenty of projects in schools on international matters. The study of languages was in a weak position in British schools. "Of one aspect which has been very successful in Britain has been the foreign assistants programme which now involves some 4,500 young teachers being placed in British schools, most of them teaching languages. It is a pity that the children they teach not just a knowledge of language but also an insight into what it is like to come from another country."

School visits and exchanges are also useful in this respect, and so is the presence of overseas students, whose numbers have gone up from the 34,500 in 1970-71 to 81,000 in the current year.

It is now clear that with the closing speeches of the parties still to follow, the tribunal will not be able to complete its work until well into next month.

"If the tribunal finds against the teachers, it can decide to appeal under the staff code, which will mean further proceedings before the authority's disciplinary appeals committee. And there is still an appeal pending in the High Court against a vacation judge's refusal last September to rule that the tribunal hearings should not take place in the form proposed by the ILEA."

William Tyndale Junior, whose roll has fallen well below last term's 90, has now reopened as a department of a junior mixed and infant school under the acting headship of the infant school head, Miss Brenda Hart.

# Kent to lop £3.7m off budget

Kent's education budget is almost certain to be cut by £3.7m next year through drastic reductions in books, stationery and equipment in schools. Other savings will come on school building and maintenance, on debt charges, and by using textured vegetable protein.

One list showing savings of £2.2m has been drawn up to help with the Government's guidelines and a second shows additional cuts of £1.5m—1 per cent below the guidelines. When the county council last November adopted its budget strategy for 1977-8, it decided to draw up these further reductions of 1 per cent as a "contingency plan". This could bring the total down to £151m.

Because of its worsening financial position, the county education committee had to recommend going ahead on both lists, although the final decision will not be made until the full county council meeting on February 17.

Kent considers it did "very badly" compared with other authorities under the rate support grant settlement, the money given out by the Government to help local authorities run their services. Mr Anthony Gillman, chairman of the education committee's financial and general purposes sub-committee, said the switch of resources from the "shire" counties to the urban areas had now "gone beyond the bounds of reason".

Unlike in most L.E.A.s, the school population is rising, and in 1977-78 will increase by 2,000, costing the authority an extra £1m. Increases for education staff will cost another £1.8m.

One of the largest savings—£1.8m—will come from reducing books, stationery and apparatus in schools. Other savings will include £560,000 on school building maintenance and repairs.

Merton Education Committee, in south London, decided on Monday evening to go ahead with cuts of

more than £578,000 on next year's estimated education revenue budget of £133m. Mr Ronald Greenway, the director of education, said pupil-teacher ratios would be maintained if cuts could be kept to this level, although he pointed out that this sum was still £173,000 short of the target for education cuts set by the borough's policy and resources committee. The education committee has asked to be excused any further reductions.

Wiltshire County Council, at its meeting on February 22, is almost certain to endorse its education committee's recommendation that £896,000 be cut from an estimated net expenditure of £63.5m. By far the largest single expected saving—of £143,000—will come from increasing vocational and non-vocational college tuition fees by 25 per cent, and other tuition fees by 15 per cent.

Mark Vaughan

## Truancy: the big myth

Myths about truancy are exploded in the latest issue of the Department of Education's magazine, *Trends*. Truants do not come mainly from back lists, although only 15 per cent of unjustified absences from school can be put down to truancy.

Research in 1974 at Sheffield by Mr David Galloway, the city's senior educational psychologist, found that only 0.3 per cent of primary school truants were persistently absent. In secondary schools it was 1.8 per cent. The highest rate was found in the fifth year at secondary schools where 3.9 per cent were persistently away.

An earlier survey had produced figures slightly higher (0.4 per cent in primaries, 2.3 per cent in all secondaries and 4.4 per cent in the fifth form).

Before the research began teachers, advisers, psychologists and officials generally agreed that large schools contributed to truancy. "It quickly became apparent that our many ideas and theories about the causes and cures for truancy behaviour were more often based on personal anecdote than on solid evidence."

Barely 15 per cent of all unjustified absences could be defined as truancy, the report says. "This finding lends no support to those who think education welfare officers should be scouring the highways and byways to bring truants back to school." Rather, it suggests that the reasons for persistent truancy are more primarily in attitude in the school and the home.

"Children are far more likely to be at home with their parents' knowledge, with or without their consent, than to be truanting."

The results showed that the size of school had no bearing on the incidence of persistent absenteeism. There was a close relationship, though, between poor areas and truancy.

## Staff step up 'no cover' ban

The dispute between teachers and Stockport council intensified this week when more than 1,000 children were sent home from school as teachers refused to stand in for absent colleagues or take classes with more than 35 pupils.

But the faint possibility of a solution to the argument over Stockport's position in the primary school staffing league table—it is next to the bottom—began to emerge as teachers prepared to meet education committee members and officials.

The council has given an assurance that it will improve the pupil-teacher ratio soon as its financial position gets better. The teachers say they are aware of economic constraints and are prepared to accept a gradual improvement.

Mr Alan Leech, spokesman for the National Union of Teachers and the National Association of Schoolmasters-Union of Women Teachers joint committee, said he did not expect an immediate rise in the number of staff employed.

The teachers want the council to move to the regional average staffing ratio of 24.7:1. At the moment Stockport has a ratio of 27:1, according to Department of Education statistics, or 27.9:1 according to the teachers and the council's own estimates.

"We have never said they should move to the average overnight," Mr Leech said. "We want to see a phased improvement because we are acutely aware of the financial position. We want a commitment to move to the regional average over the next three years. That would end the dispute."

About 200 extra staff would have to be taken on to achieve the regional staffing ratio and the council estimates this would cost about £1m.

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Mr. C. H. Selby  
Her Majesty's Inspector of Education  
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Mr. R. A. Wake  
Her Majesty's Staff Inspector of Education  
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I have been taken to task for describing as 'hysterical' a headmaster's attempt to draw a parallel between the Prime Minister's initiative at Ruskin and Nazi control of education. I gladly apologize if hysterical was itself too emotive a word; the headmaster's reaction was no doubt off the cuff and, however true his reasons, are difficult to get just right.

What prompted my comment was a concern that during the coming months less thoughtful and responsible people would try to undermine the Great Debate by drawing the same parallel. The mindless cry of Fascist is backsped that one would have thought it difficult to get just right.

If this all has a familiar ring, it is worth reflecting on the irony that some of those who see the hidden hand of fascism in the Secretary of State's Agenda are the very people who would have no qualms about advocating the abolition of private schools and of religious education.

The Nazis found the removal of academic freedom from the universities an even easier task. Not many sites were prepared to make a stand for independent research and freedom of thought. Crude Nazi theories were swallowed whole and the evidence to substantiate them provided afterwards. The inductive method was virtually abandoned.

In the schools, too, the curriculum served the Party's ideology. It was not a question of a core of essential subjects; every subject had to justify itself in terms of racial or military ends. Maths provided the basis for artillery, geography for map-reading, sport for discipline and endurance. I suppose the Nazi attitude to what subjects should be taught was at the opposite extreme to the twentieth century Cambridge dons who vetoed any subject that might have a utilitarian value.

In the light of these two extreme junctures, of the Nazis on one hand and the Cambridge dons on the other, the proposed discussion put forward by the Secretary of State can be seen for what they are — moderate and sane. Indeed, if the Secretary of State and her advisers

are to be criticized it is for being too tentative in their approach. The shortened version of the Agenda which is entitled Issues and Options opens with this sentence on the curriculum: "The fundamental problem is to ensure the coverage of certain essentials without stifling the initiative of teachers..."

Does the department think it necessary to approach the question so gingerly? There is no difficulty in ensuring that essentials are taught without stifling initiative unless the initiative of teachers is interpreted as meaning their right to deny children a proper training in fundamental skills. If that is what the teacher's initiative means, the sooner it is taken away the better.

Any teacher who thinks he or she should decide whether a pupil should continue to study English or mathematics after, say, the age of 14, is in the wrong job, in the wrong course, at the wrong time. The curriculum is a matter of national policy, not something that is left to the teaching profession. Yet, obvious though it may seem to many people, the idea that central government should insist on certain subjects being taught up to a specified level or level is anathema to many teachers.

This is what accounts for the tentative approach that characterizes the documents for discussion at regional meetings. We understand that senior officials in the department are already pessimistic about getting agreement on a common core curriculum beyond the age of 14, even beyond 11; and that agreement can be obtained, they do not know how to persuade teachers to accept it. Such pessimism is hardly surprising in the light of the shift of power over the last few years from the minister and the department to the teacher's organizations and the Schools Council.

It is time not only to reassess the right balance of power between teachers and government, but also to reassess the bluff of the educationists. What must be taught to whom, at what age is not a decision for experts; nor is there any mystique about identifying the knowledge and skills that a school leaver must possess. As teachers' knowledge and skills can be communicated, we are the ones. But it is the job of government to lay down the broad strategy.

كتاب من الأصل

We have lived through a decade of rapid expansion and tumultuous change in education. We have considerable difficulties confronting us, though they are difficulties very unlike those of that last decade, because they arise from contraction and constraint rather than from the pains of growth.

We must find the most effective ways of using a budget, which, though large, is no longer increasing in real terms; and we must re-evaluate the resources of teachers and buildings released as a result of the declining birthrate.

All this would be a big enough programme of work for the next five years. But it will not suffice. For, perhaps partly as a reaction to the speed of change in education, many voices of criticism have been raised, about standards of achievement in schools, about discipline, about the quality of teaching.

Indeed, people in education are now willy nilly involved in a debate which may not be of their seeking. Yet the debate is important, because it reveals worries and concerns among parents and others that deserve to be taken seriously, and that, if proven, must be met.

I myself believe that some foolish and sensational generalizations have been made, based sometimes on one school or even on one child. I also think some wild conclusions have been drawn, that we should subject children to batteries of tests and return to the rote learning of long ago. But I also believe that our schools have suffered from overloading the curriculum so that basic subjects are understressed; that during the golden years of expansion some young men and women entered the profession who had no great inclination nor talent for teaching; that schools especially in less attractive areas have suffered from a rapid turnover of teachers; that some schemes of reorganization have been "crippled" schemes, where some schools find themselves at a disadvantage either in the resources they have or in the pupils they can attract.

First, the achievements. In the past 10 years, the British educational service has come to provide a full secondary education for almost all recognized qualifications for the majority of our people; and it has come to offer higher and further education after compulsory schooling to a very substantial proportion of them. Quantitatively it has been a massive achievement, one that even our well known tendency to self-sprach should not be permitted to cloud.

Some will undoubtedly claim that this expansion has been at the cost of lowering standards. Such claims are hard to refute, if only because their authors so rarely offer any evidence. But the evidence available to me, and I have sought it ever since I became Secretary of State, does not bear out these claims. I have already quoted the increase in those taking first degrees.

Less dramatically, both the numbers and proportion of the age group passing at least two A levels; the numbers and proportion passing five or more O levels; and the number passing a qualifying examination in a single subject, have all improved. Indeed, the admittedly modest level of a single qualification was attained in 1974-75 by almost 80 per cent of our boys and girls leaving school.

Of course it can be argued that the standards of the examinations have declined, but no one has provided any evidence, and it is denied by the examination boards themselves. What of this be threatened by cuts in the educational budget? I do not think so. Let us put the question itself into perspective.

Over the last decade education's share of the national product has risen by about a fifth—and now stands at about 6.5 per cent. Real growth over this period in education expenditure was 53 per cent, while national output only increased by 21 per cent. Since then, education has suffered three rounds of cutbacks in planned future expenditure.

But unless economic circumstances sour drastically, I do not envisage any further such exercise in the near future. Of the latest cuts, some £20m in 1977-78 and some £13.3m in 1978-79 will be accounted for by reductions in capital expenditure on special schools, primary and secondary improvements and further and higher education: basic needs and the associated SPAR [comprehensive] programme are protected.

After allowing for fairly modest reductions in expenditure by the universities, the research councils and the arts, non-teaching expenditure in schools will have reduced by £3m next year, and some £8m the year after, compared with the levels which we had previously planned, not easy when the price of school books and materials continues to rise rapidly; and finally I hope to make some economies in the running of the school meals and canteen service.

Already this has led to something of an outcry. I can only respond by saying to you that I have done everything in my power to protect teachers' jobs; to maintain staff; pupil ratios, to try to safeguard in-service training, which has a doubly favourable effect on employment; and to concentrate savings where they will have the least adverse effect on the education service; if I am unable to make savings where I believe with goodwill they can be made with the least detriment to the education services, namely in the administration of schools, then I may be compelled to look again at those priority areas, for these savings have to be found. But even so we shall be spending on education next year half as much again in real terms as in 1966-67.

So much for our finances; we have been hurt, but not seriously injured, by the boom which has grown prosperous and let often find slumping most difficult. I am convinced we have resources enough to make our next priority an improvement in the quality of our education parallel to the remarkable improvement in its quantity that I have already outlined.

At the North of England conference, Mrs Williams talked of the challenge facing education.

## Quality is the next priority — Shirley

In the course of doing so, we have to use to advantage the marked decline in the birth-rate, which by 1981 will entail 700,000 fewer children of primary school age than at present; though there will then be 110,000 more pupils of secondary school age than there are today, the decline will have started from the 1979 peak.

The first consequences of that decline are visible in the half-empty classrooms in the infant schools of some of our new towns and big local authority estates as well as in many inner city areas. The closure of some old—and not so old—primary and secondary schools will be an economic necessity and could bring educational advantages.

As the falling numbers reach the higher age groups, local authorities will have to give serious thought to their dispositions for sixth formers, if they are to make reasonably economic use of highly qualified teachers and expensive equipment and buildings and at the same time to provide an adequate choice of courses and subjects. The further development of sixth form and tertiary colleges may well be an important part of this process. It is a major problem we need to work out well in advance, and it should be very much in the minds of those authorities that have not yet reorganized all their schools on comprehensive lines.

I have mentioned that our next priority must be the quality of education. This is, let me repeat, not because I believe the quality of our education has declined, but because the demands made on the schools and other education institutions have massively increased. Industry demands boys and girls capable of more sophisticated work than in the past. Many of those who would once have been apprentices now take degrees at the universities and polytechnics, so that industry is selecting from a group of school leavers that has been much more highly creamed than was true a generation ago. I believe some comments made by employers completely fail to recognize that fact.

Parents and society generally demand more of education, but it seems to me, do not always offer the support teachers are entitled to expect. Parents cannot demand discipline from the schools if they are not instilling it themselves; and all of us know parents who seem unconcerned about how much television their young children watch, or even where their older children are. More widely, I sometimes suspect that education has become a scapegoat for our economic failures, or even for the strains between the generations.

So once again, let me try to clarify the situation a little. We do have some poor schools, and poor schools are more often so because of weaknesses in staffing or lack of leadership from the head than simply because the building is old or the locality difficult. Nonetheless, uncomfortable old buildings and deprived, dreary neighbourhoods can add immeasurably to a school's problems. We have some worrying shortages of teachers in certain subjects, of which mathematics and the craft subjects are the most serious. Only three-fifths of the non-graduate teachers who completed training after 1967 had achieved O level maths; and there is a need at the specialty level for nearly 2,000 graduate maths teachers.

As the local authorities present, know, we are inviting them to support teachers already serving, or those suitably qualified but unemployed, on one year courses to convert them into specialists in the vitally needed craft subjects. I hope we can attract maths to that list.

Then there must be adequate time for basic subjects in the school's curriculum, hence the emphasis on a "core curriculum". Of course most schools have a core curriculum already; but some do not, and some fail to monitor their pupils' achievements. Yet there is no greater with the basic skills he needs to work and for life.

There is too the serious question of how wide a core curriculum should be at secondary level, and how long it should continue. Speaking normally, I have for a long time doubted whether it was wise to continue to specialise so early, often abandoning one of the two great divisions of knowledge—the arts and the sciences—even before reaching adolescence. Incidents in this context are interesting to recall just

how "core" the curriculum used to be. I was sent recently a school report for 1919 by a gentleman then aged about 11 or 12. The subjects were: scripture, reading, writing, spelling, recitation, composition, mental arithmetic, rules of arithmetic, problems of arithmetic, geography, history, elementary science and general knowledge. And the class size, just to recall the good old days, was 60.

I mentioned earlier the monitoring of the individual child's progress, and that matters, especially if a child is to get any necessary remedial help at an early stage. We need also some collective measurement of educational achievement, and this the Assessment of Performance Unit in the DES is working on. I hope such assessments of performance, together with school surveys by IMI and their everyday work, will begin to throw light on the difficult problems of methods and approaches.

For instance, we need to know much more about the benefit children get from modern maths as compared to traditional maths, and about the ability of teachers, many with only the most elementary knowledge of maths, to handle these approaches, and the best ways of bridging the gaps when a child moves from a school using one method to a school using another.

The most delicate aspect of monitoring standards lies in comparisons between schools. It is not only silly but damaging to compare schools which may be in completely different environments and coping with completely different situations. The closure of comprehensive in old buildings which gets 10 per cent of its boys and girls through A levels may be leading a major educational transformation in that area, while another in a comfortable suburb in new buildings would be rightly criticized for such a result. But in terms of the context in which a school operates, we do need to know something about the standards being achieved, if only to bring help to those who need it.

Crucial to the priority for quality in education is the professional development of our teaching force. The rapid expansion of the sixties is behind us. Indeed, in an effort to avoid serious unemployment among newly qualified teachers, and to leave some room for those who wish to return to the profession, my colleagues and I have consulted the ACSTT about reducing the teacher training establishment to some 45,000 places in the early 1980s, including 10,000 places for in-service and induction training.

The ACSTT has responded by agreeing on the need for a further reduction in initial teacher training places, which in turn will involve the closing or amalgamation of some colleges which have done sterling work for education and which are regarded with esteem and affection in their own localities. I do not pretend this is other than a painful business; I wish it were unnecessary. But it is, I am afraid, inescapable in the light of all the facts. If I avoided this I would be buying unemployment for a generation of budding teachers, responsible colleges for their willingness to cooperate in the interests of the wider educational system.

Of the 10,000 places envisaged for the 1980s, some will be needed for full-time or full-time-equivalent courses leading on to a further qualification such as a BEd degree, an advanced diploma, or a postgraduate certificate in education. The rest, in other words, will be available for short courses of all kinds and work with teachers in schools. As the ACSTT working party on induction and in-service training pointed out, the opportunity to link initial and in-service education may never arise as easily and economically again.

I recognize the great temptation for local authorities to cut back on in-service training because in many ways it is easier to do so here than in other areas.

There is one last point of criticism I want to mention before I conclude. For as long as I, at least, have had any connections with education other than being a pupil myself, I have heard industrialists criticize teachers and teachers criticize industry. I do not know who is at fault but I suspect both sides are. Industry in this country takes little interest in education, and as a country we have had until recently a thin record as far as industrial training is concerned. Even now, day release is far from popular with employers and sandwich courses command little industrial support. But industry can say, not unreasonably, that many schools have shown little direct interest except in teaching a region's history or geography.

The juxtaposition in our country of one of the longest periods of compulsory education in the world with a poor record of low productivity, low growth, low investment and in-different design and marketing skills must make us all reflect. A higher proportion of graduates have, in recent times, taken jobs in the traditional professions of law and medicine, the teaching profession, social work and nursing, the Civil Service and the media business rather than in industry and the industrial professions like engineering.

So I very much hope we will see more projects like the CBI's "Understanding British Industry" and the work of the Schools Council in this field. I would like to see more encouragement of links between individual firms and individual schools, going beyond the occasional school party visit or the once-in-a-while talk by the personnel director about careers.

There are undoubtedly great opportunities before us, perhaps the greater because we now have a little time to think and to plan ahead.

Let us remember the splendid example of the recent past, because they are indeed remarkable; and let us look to the next 10 years, from which we can fashion an education system distinguished for its quality as well as its accessibility.

It would be most unwise to be discouraged by many of the superficial things that have been said.

## Other conference reports Upon my pedacritic oath, sir...

A new form of swearing will be introduced in staff rooms if a university professor has his way. It will go the blasphemous of teachers enraged by a morning in a disruptive class. It will come in 100-word oaths to be sworn by teachers along the same lines as doctors who take the Hippocratic oath.

Professor Richard Whitfield, Aston University wants teachers to take the oath to indicate their seriousness of their job. "It would set a form of contract with a consumer, be it parent or student," he told the North of England conference.

The "Pedacritic" oath suggests by Mr Whitfield contains six points which he did not say if teachers had to place their right hands on their textbooks as they recited words, they would have to declaim "As a member of the teaching profession I undertake:

- (1) To maintain the best traditions of the profession at all times and in all places.
- (2) To take proper responsibility for the intellectual, emotional, spiritual and moral development of the nation's children whenever I teach them.
- (3) To see before my students the highest standards of behaviour regarding the dignity of man, both as an individual and in the community.
- (4) To respect the independence of mind and person of every student and colleague.
- (5) To require of myself and my students excellence in work and discipline in conduct.
- (6) To teach the truth as I through my experience and conscience know it."

## Industrialist quizzed over 'illiterates'

All teachers should have a compulsory three months' work in industry so they would be better at giving job advice to young people, a leading industrialist told the conference.

Sir Arthur Bryan, chairman of Wedgwood Ltd, delivered an address packed with demands to the teachers, officials and councillors present to change the content of secondary schooling to fit in with industry's needs.

"Industry has a right to expect the education system fully to respond and to cater for its needs," he said. "That part of the wealth of the nation that goes into education should be providing the best trained and the best qualified young boys and girls, men and women, that we can attract into industry."

Young people did not have the basic tools of literacy and numeracy, and too many were virtually unemployable.

Mr R. Neal, from Humberside education committee, asked Sir Arthur to name the schools which were alleged to be producing illiterate children. "Why can't you point them out so that we can do something about them?" he asked.

Mr Neal suggested it was a scandal that such schools existed. Sir Arthur said it was a fact that young people entering industry today were frequently deficient in arithmetic and the use of English.

## CEO pleads for in-service cash

The Government was politely asked to put its money where the mouth was by Mr Peter Brown, Redfordshire education officer for Bedfordshire.

He wanted a change in the Government's subsidy for local authority spending to allow for other developments the Government was advocating. "The subsidy should be based on the percentage grant system for education."

Mr Browning also called for the Central Advisory Council for Education to be reconvened. The council was set up under the 1944 Education Act to advise the Education Secretary. "Mrs Williams is anxious to establish a national consensus."

Reports by Stephen Cohen

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## Youth festival moves to the South Bank

by Geoffrey Russell-Smith

Since it began, five years ago, and more young musicians tried to get into a small London theatre that the building could hold, the National Festival of Music for Youth has been growing in both size and importance. This year it is to have a Jubilee Year flavour. After that first climactic day when the presenters, The Association of Musical Instrument Industries, realized they had produced a successful idea, it was decided that the only way to handle so many entrants was to ask for audition tapes. Many groups would not reach the festival itself, but more limited players would not have to face bitter comparison with the best in the country. Every group received a brief audition cassette.

The festival moved to the Fairfield Hall, Croydon, and travelling expenses were regularized to help bands, orchestras and chamber groups from Scotland, Ireland and Wales.

The next step was regionalization. Audition tapes were dropped, and "primaries" were held up and down the country.

The TES, having become a sponsor, added a further dimension in 1975 by mounting The Schools Prom at the Albert Hall. The result was a sell-out. Last year saw The Schools Prom extended to two nights and covered by BBC television.

This year the festival will be in the South Bank concert halls complex, and the public can treat it as any other major musical event.

Concert-goers will also be able to eavesdrop on the criticism, advice, and wisdom of the panel of judges who will give a public appraisal of each performance.

The categories this year are: orchestras (open), school orchestras, the concerto class, chamber music, brass bands, wind bands, recorder consorts and ensembles, instrumental ensembles (open) including jazz and swing bands, instrumental ensembles (junior). Music will range from medieval and classical to avant-garde and jazz.

As the festival will use the entire concert halls complex simultaneously, visitors will have a choice of listening at all times.

Entry forms and details about tickets are available from the National Festival of Music for Youth, 13a King's Road, London SW3 4RP.

## College claims right of appeal

Any teacher-training college threatened with closure should be allowed to challenge the decision, the board of Bradford College has told the Education Secretary.

In a letter to Mrs Shirley Williams signed by Mr Eric Robinson, chairman, and college principal, the board says that by its nature, location and expertise the college is in a unique position to offer courses appropriate for teachers in cities with differing immigrant populations.

Yet, "morale will sink if the survivors in teacher education come to believe that their political masters and administrators do not respond to educational ideals and creative ideas, but act without regard to the quality of the institutions and use crude demographic criteria to wipe out colleges."

# Summing up the maths man's future

## Geoffrey Matthews on a lively meeting of mathematicians

A colloquium was held at Loughborough from January 7-9 of 26 mathematical educators. It was sponsored by Centre for Advancement of Mathematical Education in Technology (CAME-TE) at Loughborough University and the Shell Mathematics Unit at the Centre for Science Education, Chelsea College, University of London.

This was perhaps the first occasion when a group concerned specifically with mathematics education had met without "pure" educators or "pure" mathematicians.

Most of the colloquium was literally devoted to talking together, though there was a session describing research on how secondary children learn mathematics and another on mathematical modelling.

The three working groups concerned teacher training; primary work and research; and secondary work and links with industry. A smaller group met outside the official working hours to consider the effect on schools of pocket calculators, and this group intended to meet again.

One theme to encourage strongly was the need to keep parents informed. The objectives of the school should be open for inspection and reassurance given that basic skills were not being neglected. Reasons should also be given to justify doing the "other" mathematics.

This led naturally to discussion of the possibility of a common core. Should the children do more squares or probability? Questions like this could lead to mathematics ending up as a series of isolated fragments. But having identified the core, the "fills" can be seen as helping to illustrate and illuminate it. Indeed, most of the point of the so-called new mathematics is to make the old mathematics more intelligible.

On teacher training, the colloquium on the whole was happy to leave mathematical matters in the hands of the Joint Mathematical Council, who are preparing a report. But disquiet was expressed, particularly on the proposal that intending primary teachers should be required to obtain an O-level pass as a condition of entering college.

While this was probably the best of various evils at present available, numerous horror stories were exchanged on the effects of scraping an O-level, sometimes simply letting off entering colleges.

In the end, it may be necessary to rethink O-level altogether, in the process cutting down on the number of alternative syllabuses.

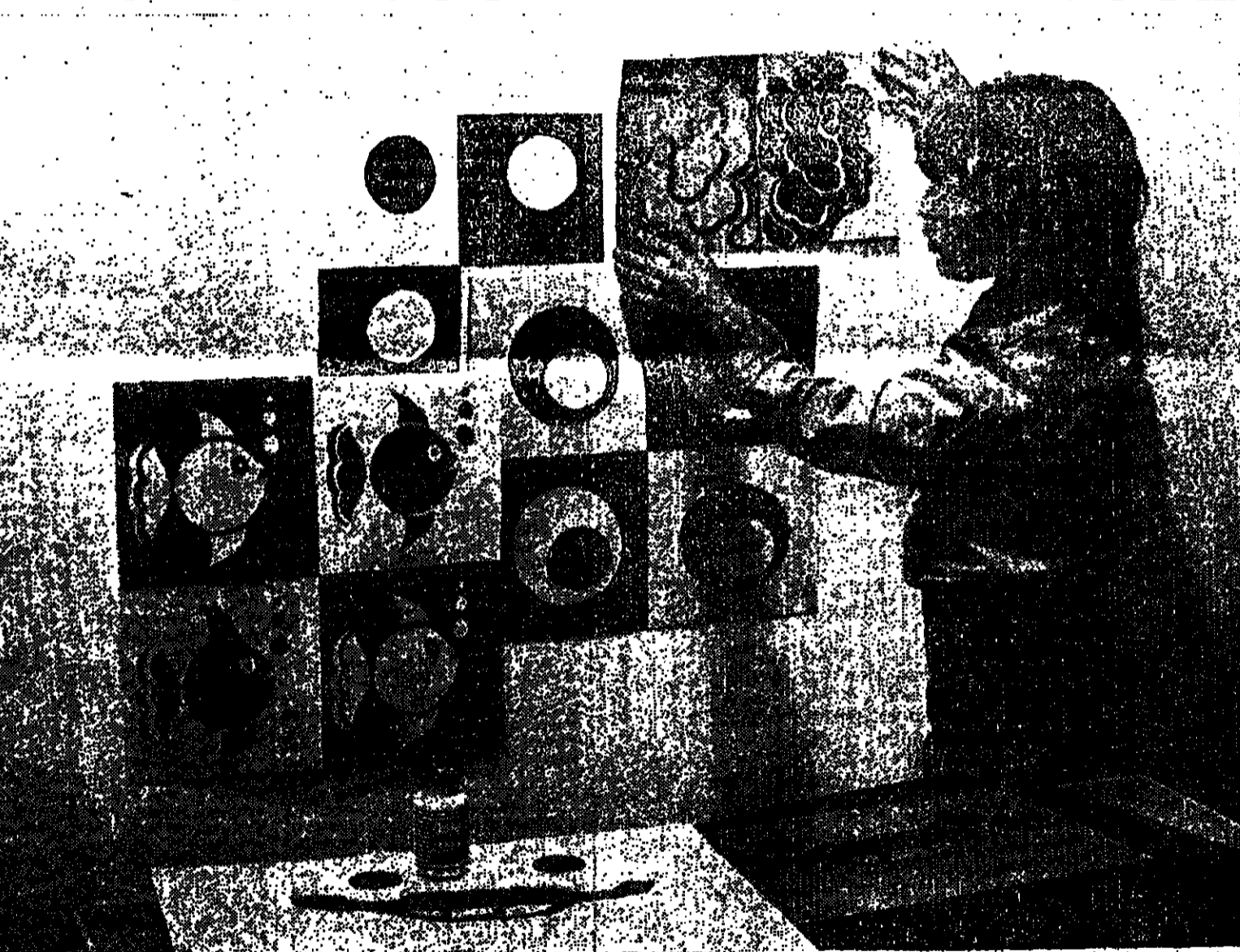
On in-service training, the magnitude of the task daunted the colloquium, but it was vital that this should be available to all teachers.

Numerous questions arose: for example, how basic is basic? What would the test be given? Would skills be tested in isolation or linked into applications? The chairman of the Mathematical Association's schools and industry committee was one of the participants and he agreed that they would take over the detailed consideration of all these matters.

Finally there was consideration of priorities in research in mathematics education. A high priority for suggested new topics was an investigation aimed at building a theoretical model of different teaching methods, to include a study not only of how knowledge is acquired but also of how it is applied. This could be put to a comparatively rigorous test in place of the current subjective arguments. Also high on the list was the effect of pocket calculators on the curriculum, and the working group on this topic will undoubtedly come up with proposals in due course.

The colloquium was closed by Dr David Ingram, principal of Chelsea College, who picked out the liaison with parents and employers as perhaps the most important proposals put forward during a lively week-end.

Geoffrey Matthews is director of the Shell Mathematics Unit at the Centre for Science Education, Chelsea College, University of London.



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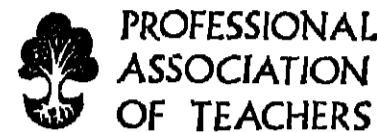
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## Bonn has more control over home tuition

by David Dungworth

A law came into force at the beginning of this month which the federal government sees as one of its major achievements in educational legislation during the last parliamentary session. Its purpose is to give the state sufficient control over correspondence colleges to guarantee the standard of the tuition they offer and to ensure fair conditions of enrolment to their students.

Only about 200,000 West Germans are now following home study programmes—a mere 0.3 per cent of the population, compared with 4.5 per cent in the United States, 6 per cent in Holland and 10 per cent in Sweden.

This is at least partly due to the generally low reputation of the 140 private correspondence schools in the Federal Republic. There have been numerous complaints about the poor quality of their teaching material and their failure to provide adequate preparation for public examinations.

In addition, colleges and their representatives have frequently been accused of using misleading advertising and pressure selling to persuade customers to buy courses.

To guide potential students in their choice of a course the Ministry of Education in Bonn has for the past six years encouraged the colleges to have their teaching programmes validated by the Federal Institute for Vocational Education Research in West Berlin or the Central Office for Correspondence Tuition in Cologne.

But so far only 211 of the 1,400 courses now on the market have been granted a seal of approval by the two testing bodies.

Under the new law the Federal and Länder authorities will acquire more supervisory powers over commercially produced material. All testing will be carried out by the Central Office for Correspondence Tuition and with the exception of those dealing with hobby or leisure activities, only approved courses will be offered to the public. Scrutiny of courses leading to vocational qualifications will be particularly rigorous.

The law also introduces the concept of learner protection into education for the first time. A person who has enrolled for correspondence courses may cancel the agreement without penalty at any time up to two weeks after he has received the first instalment of teaching material. Subsequently he may withdraw by giving notice at the end of the first six months or at three monthly intervals after that.

Before he signs an agreement, the customer must be given a copy of the contract setting out in detail the initial knowledge required, the time needed to complete the programme, the type of final qualification to which it leads and the professional bodies which recognize the qualification.

And to curb the activities of unscrupulous salesmen the new regulations allow them to call on a prospective customer only after he has been supplied with advertising brochures and has requested a visit in writing.

Denmark  
**Parents lose compulsory sex education battle**

Three Danish couples have lost their five-year fight to have their country's sex education laws declared in contravention of the European Convention of Human Rights.

After deliberations lasting 16 months, the European Court of Human Rights, by six votes to one, has rejected the parents' arguments that they have the right to refuse to have their children taught in accord with their religious views.

The parents, who included two women school teachers and two clergymen, had complained that the laws made it impossible for them to send their children to state schools without them having to receive instruction on venereal diseases and the use of contraceptives.

They argued that the laws, which made sex education compulsory for children between the ages of nine and 13 by integrating tuition with that in other subjects such as biology and civics, conflicted with Article Two of the convention.

This says that "no person shall be denied the right to education" and that "the state shall respect

Mike Duckenfield, Scandinavia correspondent, talks to Sweden's outspoken new Schools Minister, Conservative Mrs Britt Mogard

## Children 'have become apathetic and lack responsibility'

STOCKHOLM  
 Excepting the Energy Minister, who has had to justify a highly embarrassing reversal of his party's stand against nuclear power, none of her colleagues in the new centre-right coalition has had a more difficult start in office than Mrs Britt Mogard, the Schools Minister.



Mrs Mogard: priority is 'three Rs'

Two weeks into what should have been the customary "honeymoon" period, a local authority in Northern Sweden took the unprecedented step of closing a comprehensive because of pupil indiscipline.

Teachers had refused to work because several pupils had threatened them and other pupils with knives. The school remained closed for three days until eight pupils were removed to another school and put into a class of their own.

While Mrs Mogard had nothing to do with the closure, she fuelled the controversy and provoked calls for her resignation by saying the police should be brought into schools if future discipline problems warranted it.

One of only six Conservatives in Mr Bildt's Cabinet, Mrs Mogard is a newcomer to the headlines.

An outspoken campaigner for equality between the sexes, she was alone in her party in supporting the SIA commission proposals to create closer ties between schools, the community and working life. Successful implementation of SIA is now one of her main ministerial ambitions.

Like the Education Minister, Mr Ing-Erik Wikström, who has resigned, Mrs Mogard has inherited a heavy workload of on-going reforms initiated by the previous Social Democrat government.

A consultation on school marks is due to report in the New Year; others on education for 16-19-year-olds, teacher training and the school responsibilities of local authorities are currently sitting and waiting to be fully introduced in two years' time.

Until these commissions report, Mrs Mogard is being guarded about policy details. Nevertheless, she is provocatively forthright about her general aims and views.

In an interview with the *TES* she says that the aim of putting SIA into practice, her main aim, was to get smaller classes, improve the "Three Rs" and decentralize authority to the local level.

SIA believes that the basic aims of school tuition should be agreed centrally, as at present, but there should be more scope for schools to alter the curriculum according to local needs.

The aim should be to have "schools of the same value" but not with the same resources and methods. Part way towards this was recommended in a part report by the SSK commission on local authority powers earlier this year. It favoured adjusting state subsidies to L.e.s.s according to regional variations in costs rather than basing them on "national average" figures.

There has been growing concern about the number of relatively illiterate and innumerate pupils leaving the comprehensives and the new minister wants to see changes in the curriculum to favour more Swedish and maths, blaming declining standards on time pressures imposed by adding new subjects to sex education, traffic and drug tuition to the timetable.

As a former German and Swedish teacher—she taught 13-16-year-olds for 10 years before entering parliament in 1969—Mrs Mogard believes too many recent changes have only been "paper reforms" and attacks the unrealistic acceptance of words which have become commonplace such as democracy, solidarity, fellowship and working life experience.

ing standards on time pressures imposed by adding new subjects to sex education, traffic and drug tuition to the timetable.

As a former German and Swedish teacher—she taught 13-16-year-olds for 10 years before entering parliament in 1969—Mrs Mogard believes too many recent changes have only been "paper reforms" and attacks the unrealistic acceptance of words which have become commonplace such as democracy, solidarity, fellowship and working life experience.

Mrs Mogard works the argument that work experience is an advantage for pupils, students and teachers, but is sceptical about the practice of existing schemes which she thinks that many 16-year-olds do their two weeks in offices and factories as a holiday.

Nevertheless, she wants to see the current PRYO work scheme improved and extended to the upper secondary school (16-19-year-olds). At present, it only applies to full year comprehensive pupils, though 15-year-olds have day-long study visits to workplaces.

Increased work-oriented tuition, closer school-work links and a guarantee of work, vocational training or continued schooling for all comprehensive leavers were three of the main educational planks of the government's programme put to parliament after September's general election.

As part of this, Mrs Mogard endorses the suggestion made by the Education Ministry project group last year that short work-oriented courses be introduced for older teenagers. These could be taken together to make up full study programmes over a period of years with tuition both in schools and municipal adult education classes.

Underlying the minister's policy views is the unfashionable belief that children in Sweden have become spoilt. "We say they have everything and they just become objects not individuals. Education is just something that they are given—whether they want it or not. As a result they have become apathetic, unmotivated and lack responsibility."

## Progressive methods 'fail to improve standards'

from Michael Binyon

WASHINGTON  
 A massive government study of many of the innovations introduced into American schools over the past 20 years—including team teaching, open classrooms, movable time-tables, teacher aides and individualized instruction—has found that they make very little difference to pupils' achievement.

The starting conclusion has taken educationists' backs. Some are already expressing fears that it will undermine progressive education, fuel back-to-basics movements and support the contention of sociologists such as Christopher Jencks that differences between schools have little effect on pupils when they leave.

The study, one of the most ambitious ever undertaken, cost \$1.8m and looked at the performance of 80,000 pupils in 80 representative schools. It found that pupils in schools with a more moderate emphasis on innovation and individualization showed the greatest improvement in reading and mathematics tests.

It did make a difference to reading scores if more time was spent on reading and language skills in the first years of school, the study said.

But it added: "The single most important and well-documented finding was the lack of either substantial or consistent association between student achievement and overall level of innovation across grades."

The report did not want its findings to be viewed as a "sweeping criticism" of new ideas and practices in teaching, but "should serve as a reminder to educators, parents and legislators that educational innovation per se will not necessarily produce dramatic effects on student achievement. Educational quality is not synonymous with innovation or individualization."

The report was commissioned by the United States Office of Education because, it said, there was a growing awareness of the lack of need for—evidence on whether new ideas in teacher were indeed any better than traditional approaches.

The American Institutes for Research, the California organization that carried out the research, spent some time looking for innovative programmes, visiting schools, interviewing teachers and sitting in on classes. It says it was probably the first large-scale longitudinal study to associate the educational attributes underlying school programmes and the characteristics of teachers with only those individual pupils who were directly exposed to their influence.

For sheer complexity of data, the study was unique. Some 3,500 individual items of data could be associated with a single pupil.

The study covered a wide array of methods intended to give pupils more individual attention. These included small-group teaching, allowing pupils to select which materials to study, intensive guidance, counselling, home visits, flexible timetables and so on.

All this did make a difference to reading and arithmetic skills at the early stages, and increasing the amount of class time spent on language in elementary school might be a worthwhile way of improving performance. But the researchers were clearly very puzzled why more individualization made so little difference among older pupils.

They offered some possible explanations: pupils' loss of self-motivation, teachers' lack of involvement, in appropriate matches between educational approaches and pupils' needs and the insensitivity of standard measurements to new ideas and practices.

## Jobs outlook gloomy

from William Purves

SYDNEY  
 Australian teachers who have no jobs arranged yet for the new school year face bleak employment prospects. Education spokesmen in three states have publicly warned teachers and student-teachers of the gloomy job situation. The position in the other states seems no better. The net result could be 5,000 qualified teachers looking for jobs this year.

Dr Don Hoggood, the South Australian Education Minister, said his department would be employing more teachers, but the increase of 480 will not be enough to guarantee jobs for everyone.

In New South Wales, the Teachers' Federation said 2,000 teachers could be without jobs in that state. Class sizes would be about the same as in 1976 although many more teachers were available.

To help alleviate the situation, the state has outlined a scheme to re-train surplus social science teachers in secondary schools as primary school teachers.

Now, the state government is emphasizing that teachers living in New South Wales will get preference over those from other states. Applicants from overseas will rate very low priority.

It seems a long time since New South Wales launched a teacher recruitment campaign in the early 1970s featuring posters with a teacher in gown and mortar-board standing on a beach urging British teachers to come and teach in the sun.

## Sport gets promise of boost

from Dalbert Hallenstein

VERONA  
 Sport has at last found a place in Italian schools. Signor Franco Maria Maltrati, education minister, has pledged that this year at least six hours' sport a week will be offered to Italy's 12 million schoolgoers. Until now only two weekly hours of compulsory physical education have been provided. Sports such as football, tennis and swimming have been virtually ignored.

Children and young people wanting to play sport must now either join expensive private sports clubs or use the overcrowded and often badly organized sporting facilities offered by the semi-state Italian Olympics Committee (CONI). In small towns and villages even these opportunities are lacking.

The extra hours of school sport will be voluntary and mainly organized in the afternoons when Italian schools are empty. Many problems will have to be overcome. Few of Italy's schools have sports fields and adequate gymnasiums. Tennis courts and swimming pools are almost unknown. The official national statistics show only two synthetic courts for every 500 pupils and one basketball court to every 5,000 pupils and one swimming pool to every 57,000 pupils.

The current 2,000 billion lire (£1,400,000) school building programme includes a large allocation for the building of sports facilities, although some sports experts say that municipal, private and church sporting facilities should be made available at all times for school. Meanwhile, the government has undertaken to increase physical education teachers' salaries by at least 60,000 lire a month.

## Means test will send nursery bills soaring

from Lynn George

AMSTERDAM  
 From this month some parents may have to pay as much as 360 guilders a month (around £50 at present exchange rates) for the privilege of putting their first child in a day nursery. The high fees are the result of a new government subsidy regulation which relates nursery contributions to a parental means test. Subsequent children give parents a better deal: a maximum of 180 guilders a month for a second child, and 10 guilders a month for any others.

Parents with one child and a net joint income of 2,075 guilders a month or more pay the maximum rate. This means that if a couple earn only the established minimum income of 1,075 guilders a month each, they immediately fall under the high rate category.

One-parent families benefit most from the scheme: a parent on the minimum income pays the minimum rate of 10 guilders. For every 25 guilders a month above this amount parents pay a further nine guilders a month.

Nursery fees now vary from 64 to 120 guilders a month depending on facilities provided, and in general are not income-related. The 6m guilders a year available from the General Assistance Act for those who cannot afford to pay will be re-channelled in the new proposals into the general nursery subsidy.

Nursery provision in Holland has always been the poor relation of education. Until last year it was not even government subsidized. Local authorities were entirely responsible for providing nurseries and thus there was, and still is, great discrepancy in standards and provisions.

Now many parents will actually have to pay the new rates will depend on how committed their local authorities are to nurseries and to what extent they are prepared to subsidize parental contributions.

The new proposals will improve the quality of what few nurseries there are, as money will be provided specifically for staffing the centres with fully qualified personnel paid at national rates. A staffing ratio of one adult to four babies rising to one adult with nine toddlers has also been specified.

At the moment there are only 180 nurseries in Holland which take between 5,000 and 6,000 children, usually up to the age of four, for six hours a day. Children after this age normally attend a non-compulsory infant school until the age of six. Play schools are far more popular with parents than nurseries: for every child who attends a nursery 44 attend one of the 2,500 play-schools. These, however, are even worse when it comes to government help: only 2,500 guilders a year regardless of size for each centre.

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## Brighton Polytechnic

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WORLD OF ISLAM TEACHERS' WORKSHOP: 26/27 February 1977, Madingley Hall, Cambridge. Organized in association with the University of London School of Oriental and African Studies, the workshop is designed to provide teachers with opportunities to review, prepare materials, and acquire up to date knowledge relating to Islam. Previous knowledge of the subject is not essential.

WRITING HISTORY WORKSHOP: 18/20 March 1977, Saffron Walden College, Essex. Local history offers the teacher one of his major opportunities to explore in the classroom the skills and decision-making involved in the writing of history. The aim of this workshop is to promote the writing of history based on the study of evidence; part of the weekend will be spent in practical application of the techniques involved.

DYSFUNCTION IN HIGHER LEVEL LANGUAGE DEVELOPMENT AND CONCEPT FORMATION: 28 March 1977, Cambridge Institute of Education. The conference will consider papers leading from the definition of 'normal' linguistic and cognitive development to the demarcation of particular areas of dysfunction.

GAMES AND SIMULATIONS IN THE CLASSROOM: 15/17 April 1977, Saffron Walden College. The weekend is designed to provide an introduction to the techniques, a variety of games and simulations, their use and evaluation. Consideration will also be given to the issues related to building and adapting games, their management, their integration with other work, and their cost and time effectiveness.

THE CAMBRIDGE LATIN COURSE: 8/7 May 1977, Madingley Hall, Cambridge. This conference is designed for teachers who are about to start using the course or have limited experience of it. Among the subjects to be discussed will be the content of the Course, its linguistic scheme, language work, and teaching methods. Further details of all the above courses may be obtained from the Courses Officer, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BQ (telephone: Cambridge (0223) 59831). Please note that the closing date for the return of applications for the first three courses is MONDAY 31 JANUARY 1977.

## 75 Years On...

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The Times Literary Supplement

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Applications are invited from both graduate and nongraduate teachers with not less than three years' qualified teaching experience for this one-year full-time course, offered jointly with the Darlington College of Arts and based at Darlington.

Full details of Diploma and BEd courses are available from the University of Exeter School of Education, Gandy Street, Exeter EX4 3LZ.

### Master of Education

Applications are invited from teachers with at least three years' teaching experience and with either a good honours degree or an Advanced Diploma at a high standard for one-year courses in the following special fields: THE TEACHING OF ENGLISH LITERATURE, THE TEACHING OF MATHEMATICS, THE TEACHING OF SCIENCE, THE TEACHING OF HISTORY, and LANGUAGE IN EDUCATION.

The School of Education also offers registration for the degrees by research of Master of Education (one year full-time or two years part-time) for experienced teachers with good honours degrees or an Advanced Diploma at a high standard. Master of Arts and Doctor of Philosophy.

Full details are obtainable from the Academic Registrar and Secretary (Higher Degrees in Education), University of Exeter, Northcote House, Queen's Drive, Exeter EX4 4QL.

Applicants for Diploma, BEd or MEd courses who are LEA teachers are eligible for secondment on full salary, other teachers may be eligible for grants from Local Authorities.

## ROEHAMPTON INSTITUTE OF HIGHER EDUCATION FROEBEL INSTITUTE

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Applications are invited for admission to full-time (one calendar year) and part-time (two calendar years) courses leading to the degree of MA (Ed) of the University of London.

The main areas of study will be child development and the primary school curriculum. The courses will be held at the Froebel Institute and will begin in September, 1977.

Applicants should either possess a satisfactory first degree in Education, or be able to furnish evidence of high attainment and breadth of study in an advanced diploma whose components are relevant to the Master's degree.

### DIPLOMA IN EDUCATION

(with special reference to children up to the age of 13 years)  
Applications are invited from serving teachers for admission to this one-year, full-time course which leads to the award of Diploma by the University of London. It is designed as preparation for posts of further responsibility.

The course has previously emphasized the primary and middle school range but is now extended to meet the special needs of those considering advisory work in pre-school education. Teachers serving under a local education authority and who have at least five years' experience are eligible to apply for secondment for the period of the course. Full particulars and application forms for above courses may be obtained from: The Registrar, Froebel Institute, Roehampton Lane, London SW15 5PJ.

## THE COLLEGE OF PRECEPTORS YORKSHIRE AND HUMBER EXECUTIVE ONE-DAY SEMINARS at the UNIVERSITY OF YORK

### "MUSIC IN SCHOOLS"

with  
AVRIL DANKWORTH

on Saturday, 26th February, 1977  
10.00-17.00 hours

Further details from the Secretary:  
REITH S. MERRISON, I.C.P. Dip. Ed.  
88 Stockingale, South Kirby,  
PONTREFRAC, West Yorkshire WF9 3DN

### "SCHOOL ADMINISTRATION & ORGANISATION"

with  
GEOFFREY BARRELL

on Saturday, 26th February, 1977  
10.00-17.00 hours

Further details from the Secretary:  
REITH S. MERRISON, I.C.P. Dip. Ed.  
88 Stockingale, South Kirby,  
PONTREFRAC, West Yorkshire WF9 3DN

# LETTERS

## Waste of time, money and hope

Sir.—With so many unemployed teachers seeking posts and about 40,000 students shortly hoping to enter the market, we face a situation in which applicants far outnumber the vacant posts. Last year we read stories of ordinary Scale 1 posts attracting hundreds of applications, and of individual students making countless applications without even gaining a single interview (and often without the courtesy of a reply).

As a college leaver last year who made more than 50 applications before obtaining a post, I wish to draw attention to certain defects in the present procedure of advertising and filling vacant posts, defects which are multiplied in their effect by the present employment situation. As the main vehicle for the advertisements are the pages of TES which are multiplied in their effect by the present employment situation, it is not surprising that the advertisements are so numerous that it is difficult to find a suitable one. If I outline the problems which, as a fairly typical applicant, I faced this time last year, certain quite unnecessary difficulties will be obvious. The first step in the process is to scan the appropriate columns of the TES classified section to find posts whose job descriptions seem appropriate to one's training and to send a stamped envelope for further details and an application form.

Even this move is not as straightforward as it seems because the specifications given in the original advertisement are often so inadequate that one only discovers the written details of the post after having written to the school and perused the further details. This first step, then, takes a week and two stamps. Then the application form format differs with each authority but most share the shortcoming of the thoughtless design) is filled in and returned. This is sometimes the last one ever hears of the application, but if a reply does come it may take, in my experience, anything between four days and three months to arrive.

Meanwhile the unfortunate student, realising that there will be no reply to his post, repeats this process as often as time, postage and the number of suitable advertisements allow, simultaneously undertaking final examinations and teaching practice, and all the time never knowing whether September will see him teaching five-year-olds in Oldham, 10-year-olds in Swindon, or joining the dole queue in his home town.

Certain measures which would both increase the efficiency of the recruitment process and avoid creating unnecessary difficulties, are obvious. First, the multiplicity of application forms should be replaced by one

standardised form (or a series of forms, one for each category of post). These forms should be available in colleges, schools and L.E.A. offices. This simple measure would save at least four days and 13p (multiplied by the number of applicants) for each post advertised.

Second, while it is understandable that schools and L.E.A.s do not wish, especially when faced with cuts in spending, to send hundreds of "I regret to inform you" letters at 63p a time, there are alternatives to simply dispensing with this courtesy altogether.

If the original advertisements stated that "successful" applicants will hear by . . . then at least the waiting would not be interminable.

## Way out for the bad . . .

Sir.—The imminent closure of many colleges of education and the recommendations made by the DES to improve standards must be greeted with approval by many teachers. There has long been dissatisfaction expressed by students and teachers about the low standards operating in many, if not all, colleges.

In my school we supervise students from various colleges, and while we are generally impressed by the quality, if not the education, of many of them, we do, occasionally, meet those whose academic and professional competence is extremely low, but who, nevertheless, obtain their certificates and are let loose upon unsuspecting schools.

Our ex-pupils attending training courses in colleges in various parts of the country appear to be unanimous in their comments that they

worked harder and at a higher academic standard for A level examinations than they got for their teaching certificate. How colleges justify their "high education"?

I know that college closures mean many private suffering displaced college staff, but the future of education in our teacher-education can only do so if it is time that universities and technicals accepted responsibility for the education of all teachers.

James A. Muffy,  
County High School,  
Saffron Walden, Essex.

## . . . way back for the good

Sir.—It would seem apparent, in the present economic climate, that the expected cuts in the rate support grant next April will once again reduce the chances for a newly qualified teacher obtaining a post.

Many teachers are forced to find jobs outside the teaching profession or are even reduced to claiming dole money. The more fortunate who do not lose jobs often find themselves teaching another subject or in a primary school in spite of their secondary training.

The unfortunate majority who have to be satisfied with a job outside teaching, or at least for the coming two, three or maybe four years, are faced with the prospect of reduced pay and being required to complete a probationary year on a Scale 1 salary when they eventually enter the profession.

I would suggest that the system be altered to give them greater incentive to return to teaching. Excellent teachers are likely to be making a contribution to the educational system.

Teachers with an average or low average pass at Certificate level should do a probationary year on a Scale 1 salary. Those with an average pass at Certificate level should do a probationary year on a Scale 2 salary and those who have achieved BEd Honours or any of the degrees should start on a Scale 3 salary and not be required to do a probationary year.

This seems to me a good way of salvaging some potentially excellent class teachers.

T. R. CLARKE,  
Borough Road College,  
London.

## In praise of the CEE

Sir.—As parent of a daughter who after being discouraged by a U in O level English language, successfully completed a CEE course in English I would like to say that I am in full agreement with the sixth formers of Burnt Mill School (December 17) that the CEE should be recognized as quickly as possible.

A traditionalist by nature, I was not easily persuaded that a CEE course would suit my daughter's needs. I realized, though, as the course proceeded how truly educational in the fullest and widest sense it was. Works by Shakespeare and Bernard Shaw, novels by the Brontës and poems by Wilfred Owen were all studied so that the wonderful world of English literature was opened up for her.

She has come to love the subject so much that she is now studying the sixth form of Boudstone School for an extra year.

MILES LEONARD  
87 Crispstead Lane, Lancing, Sussex.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

## Teaching in AUSTRIA



The Central Bureau for Educational Visits & Exchanges is responsible for the recruitment of qualified teachers for a number of posts in secondary schools in Austria for the academic year 1977-1978.

Applicants should be aged over 30, British nationals with fluent German and good secondary teaching experience, ready to contribute fully to the requirements of a different teaching environment and to enhance the development of their own teaching skills. Salary AS 12,365 per month.

Further details and application forms from the Central Bureau (Dept UAR),  
England: 43 Dorset Street, London W1H 3FN.  
Scotland: 3 Bruntsfield Crescent, Edinburgh EH10 1JD.  
Northern Ireland: Department of Education, Rathgael House, Balloo Road, Bangor, Co Down.

# LETTERS

## MOT tests for teachers?

Sir.—Reading T. A. Marshall's letter on teachers keeping up to date with examinations (December 17) reminded me of an idea of a teacher at a school I visited earlier this year. The teacher felt it would be wise if all teachers were periodically tested (say, every few years) on such matters as curriculum change, new methods of teaching, recent educational theories and so forth.

The argument for such a test would be that in a profession such as teaching, it is so easy to remain static, in terms of method and in-depth knowledge on the theories of education. The situation we have today in teaching would be analogous to that of a doctor who had left medical school 10 years ago and had not kept up to date on new theories of disease, new methods of treatment, new drugs and so forth. How would you feel being the patient of a doctor who used out-

of date treatment or who did not know of the possible benefits of a new line of treatment?

I am not saying that every new theory or method is better or as good as the old style or "traditional" method, only that it would be advantageous for teachers to be kept up to date on such methods and theories.

It would be naive to assume that "refresher" courses and conferences would necessarily alter a teacher's method (indeed, the methods may be all right and need not altering). Nevertheless, such courses and tests would give teachers a greater insight into the theories and methods of education.

GEORGE P. COLE,  
Bingley College of Education,  
W. Yorkshire.

## Why should parents suffer?

Sir.—The article "Suckers for students" by Mr Bruce Cooper (December 24) is in many respects a distorted outlook on student finance.

I am a first year student whose grant is made up of £350 of government money and £525 of parental contribution. I neither drink habitually nor smoke. I do not have a car or a colour television.

I can break up my finance as follows: £430 on hall fees, £80 on books, £25 travelling expenses. This leaves about £245 to cover lodgings and food for my 25 weeks' vacation, lunches during term time, files and stationery, clothes and other personal items.

Few of my fellow students own cars. Those who do are, in the main, firm sponsors or have worked for several years before attending university. None of my acquaintances owns a colour television either. My parents have made many sacrifices to send me to university. They do not subsidise my grant

other than by the £525 parents' contribution. Through careful management I live on my grant, subsidising it with vacation earnings and going without holidays.

I agree entirely with the Swedish loan system. Why should my parents suffer because I want to have an education? They pay enough tax to cover my grant and fees anyway.

Reorganization of the grant system is needed and quickly too. The pressure put on a student's family through the grant system is unfair and unjustified and should be removed without increasing taxation. The money is there already to do it.

Tighter control on administration and such like would make more money available. An interest free loan system reduces parental obligation. It would also reduce the number of students who go to university to waste away three years. My parents have made many sacrifices to send me to university. They do not subsidise my grant

## Injustices in UCCA system

Sir.—Although universities and their departments compete with each other in their efforts to select and admit the best students, it is not a great calamity for any one of them if a particular student goes elsewhere.

It is quite the reverse for the applicant. Rejection by any one of an applicant's list of five universities or departments is a matter of considerable importance for him, particularly if most, or all, of the five reject him. The UCCA system has many merits, which are appreciated by the several parties concerned, but there is one aspect of it which can offer a grave disadvantage to the candidate—the disclosure on the form of the nature of his other applications.

Why should there be this one-sided laying of cards on the table? One hour of certain university departments which consider only those applications which place themselves as first choice. Such a policy may not be known to the applicant—or even publicly admitted by the department—yet may mean a waste of one of his choices.

A department may look askance at a "mixed" application—two medical schools and three dental, or some similar mixture on the arts side containing one difficult and one less difficult entry option. The mixture may be taken to indicate indecision, lack of dedication and commitment, or even inadequate thought. All sorts of motives may be assigned to the applicant's action, which may actually reflect his very sound appraisal of his situation.

There are doubtless other ways in which disclosure of details of other applications can work against an applicant's interests. I believe this situation to be quite wrong. It follows an application should be judged on its merits and not on circumstances surrounding it, such as other applications. It might be fair for an admissions tutor, with the candidate at interview before him, to ask about other applications, though I think such questions might well be considered the kind which an applicant might rightly decline to answer. It should be up to each university and department to make its own judgment on such evidence—O level results, testimonials, application and interview—as it has, as though it were the only one concerned.

Privacy of other applications could easily be achieved. The section of the UCCA form where an applicant now lists choices of courses should be removed. Instead, the applicant should enter details on five identical summed sheets. The UCCA office would attach one of these to each copy of the application which it sends out to the five universities named, each label naming one only. The year in which applicants will have to bear some, if not all, of the expense of the UCCA system might well be the year in which an aspect of unfairness to them was eliminated.

C. B. SPURGIN,  
Senior science master and careers master,  
Wolverhampton Grammar School.

For further information and brochures, write to the publishers: Longman Group Limited, Pinnacles, Harlow, Essex CM19 5YA.

# Nuffield Physics pupils will now have what Nuffield Physics teachers have asked for.

## Revised Nuffield Physics Pupils' Texts.

Many teachers using the first editions of Nuffield Physics have asked us to produce books for pupils.

The first Pupils' Text is now being published.

Revised Nuffield Physics Pupils' Text Year 3 will be available from the end of January, along with its companion Teachers' guide.

(Year 3 books are the first to be published, because it is here that pupils start their O-level work, or first come to Physics as a separate subject.)

We are also publishing the General Introduction for Revised Nuffield Physics, which offers an invaluable insight into the spirit informing the whole programme.

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- Revised Nuffield Physics General Introduction ISBN 0582 04686 5 £2.65

For further information and brochures, write to the publishers: Longman Group Limited, Pinnacles, Harlow, Essex CM19 5YA.

## Revised Nuffield Physics now with Pupils' Texts

## SPECIAL ANNOUNCEMENTS

### Edward de Bono and THE COGNITIVE RESEARCH TRUST

would like to hear from twenty teachers who have the time and interest to help, in a voluntary capacity, in the pioneering research that is being done in the development of "thinking" as a full curriculum subject in both primary and secondary schools.

Applicants should write to The Cognitive Research Trust, 11 Warkworth Street, Cambridge, with details of their experience and especially their areas of interest.

## Mistaken impressions

Sir.—Your report of the Great Debate on education in East Grinstead (December 19) may have given readers the mistaken impression that the Effective Education Association is a Scientology-connected organization.

I would like to clarify the position of the association and its relationship with the Church of Scientology. The Effective Education Association uses the educational methods developed by L. Ron Hubbard. Hubbard is also the founder of the Church of Scientology. Being a member of the Effective Education Association does not denote a personal religious commitment to Scientology. Children of Christians, Roman Catholics and Jews attend the association's courses.

If anyone requires further clarification regarding the association, I would be happy to supply it.  
JUDY GUY,  
Principal,  
Effective Education Association,  
East Grinstead Centre,  
Sussex.

مكتبة الأصل

# COURSES

Hull College of Higher Education  
Cottingham Road Hull HU6 7R1  
Telephone (01482) 41451



## SCHOOL OF TEACHER EDUCATION DIPLOMA FOR TEACHERS OF ENGLISH STUDIES TO NON-ANGLOPHONE GROUPS

One term full-time course to meet the needs of British and foreign teachers of English as a second or foreign language. Three units of study are offered.

- (1) The teaching of English as a second or foreign language.
  - (2) An introduction to English history and government in a world context.
  - (3) A comparative approach to English Literature, Music, Drama and the Visual Arts, leading to the award of a College Diploma and the RSA Certificate for Teachers of English as a Second or Foreign Language.
- For further details for the first course starting in September, 1977, please write to: Tutor in Charge (TESNAG), at the above address.

This College is formed from an amalgamation of Colleges of Art, Commerce, Education, Nautical Studies and Technology



## CONCORD COLLEGE Attingham Park, Shrewsbury SPECIAL INDUCTION COURSE 19 July-23 August 1977

Concord College proposes to appoint a Director of the special intensive induction course described in the accompanying leaflet.

The College will pay out-of-pocket expenses and a fee of £1,200, in return for which the Course Director will be asked to carry out the following duties:

- Preliminary work, preparation of syllabus, ordering of text books and other teaching material etc.
- Arranging, in conjunction with the Director and Principal of Concord College, the appointment of teaching staff for the course.
- A stay of one week at Concord College, Acton Burnell Hall, with the purpose of studying the specific needs of Concord students.
- Residence for two weeks in Salop with the purpose of studying points of contact and places to visit (probably in May or June).
- Residence at Attingham Park during the period of the course.
- Co-ordination of the writing of student reports.
- Preparation of a detailed report on the course, designed to secure improvements in a similar course to be held in the summer of 1978.

Enquiries and applications from suitably qualified persons, should be addressed to:  
The Principal, Concord College, Acton Burnell Hall, Acton Burnell, Shrewsbury SY5 7PP.

## LOSEHILL HALL

Peak National Park Study Centre

### Courses for Teachers and Schools, 1977

Outdoor Studies Leadership (11-15 April) guidance on planning, management and safety factors involved in visits to areas such as the Peak District.  
Geography in the National Parks (18-22 April) in conjunction with the Schools Council Curriculum Project, Geography for the Young School Leaver.  
"New" Geography in the School Curriculum (10-14 October).  
National Park Studies for Schools—courses for 'A', 'O' and C.S.E. students (dates on request).  
Other courses include Caves and Mines; Minerals, Rocks and Fossils.

For further details of these and other courses write to Retar Townend, Principal, Losehill Hall, Castleton, Derbyshire S30 2WB; quoting reference: A.S.

## Sport

# Summit talks on mountaineering row

by Stanley Levenson

The argument over the Mountain Leadership Certificate, which flared up last September, could be settled before this month is out. A working party, composed of the two rival factions, is met shortly to try to find a solution.

At issue is the future of the certificate issued after a course, a period of experience in the mountains and a final assessment. The Mountain Leadership Training Board wants to keep the certificate, the British Mountaineering Council wants it abolished.

The BMC argument is that the certificate produces a false safety standard. Holders have the technical skills of mountain and hill climbing but, argues the BMC, may not have the experience to lead groups of youngsters into hazardous

regions. The logbook, which records the experience of the "leader", should be the test, says the BMC.

Since last autumn's public disagreement both sides have been trying to find a compromise. A working group of the MLTB has come up with what seems to be only a variant of the certificate while the BMC wants the logbook extended so that the leader's experience can be more accurately judged.

Mr Dennis Gray, secretary of the BMC, said last week that his council wants a system which records experience before, during and after the training courses.

At present a man or woman who obtained a certificate when the scheme began 12 years ago can still claim to be a mountain leader even if he or she has gained no additional experience. Mr Gray says

that even in cases involving climbing walls at sports centres, the certificate can be wrongly construed.

One of the problems in the present debate is that the MLTB-BMC discussions relate only to England and Wales. The BMC, ironically, finances the MLTB and whatever decision they come to will be more or less final. But the mountaineering arrangements in Scotland involve the Scottish Sports Council.

It may, therefore, be some time before the whole matter is sorted out on a United Kingdom basis. Even so, any changes are not likely to operate before next January.

Meanwhile, the negotiations go on, involving, among others, Everest man, Chris Bonington and Lord Hunt, on the BMC side, and Sir Jack Langland, chairman of the MLTB.

## Badminton champion on winning streak

Gillian Clark and Sally Leadbeater, almost perennial rivals among younger badminton players, met for the second time in a major tournament final inside a month, and again Miss Clark was the winner.

In December Miss Clark, of Ashford School, Kent, beat Miss Leadbeater (Giersney Ladies' College) in the schools under-15 title. Last week she underdressed this with a clear 11-3, 11-3 win in the under-15 section of the All-England Junior Championships at Wimbledon. Miss Leadbeater was the defending champion.

In the boys' final Steven Wassell (Hampshire) beat Michael Cattermole (Hertford) 15-12, 15-6.

There were comparisons in the doubles for both Miss Leadbeater and Cattermole. They combined in the mixed to win the title 15-8, 15-5 against I. Teasdale (Hampshire) and K. Coates (Surrey) and also won their other doubles.

Cattermole and Alan Pater (Derby) beat the Essex pair, R. Oatridge and N. Sargent, 6-15, 15-2, 15-8 and Miss Leadbeater and another Giersney girl, S. Turfill, beat Yorkshire's Sally Dunning and Jayne Kivington, the losing singles semi-finalists, 15-4, 8-15, 15-8.

## People

Professor Philip Taylor has been elected dean of the new faculty of education at Birmingham University. He was professor of education at the university's school of education, which has now been upgraded to full faculty status.

Mrs Maggie Pavesley is joining the Volunteer Centre to co-ordinate its activities into education. Her brief is to build up a comprehensive picture of volunteer work in all aspects of school life, including welfare work, family support, parent associations and management.

Dr Michel Blanc, head of applied linguistics at Birkbeck College, London University, has been appointed honorary president of the Audio Visual Language Association for 1977.

## Schools

Mrs Sylvia M. White, head of history, Humnaby Hall, Yorkshire, to be head of Wisper School, Haslemere, Surrey.

Miss J. E. Dutton is to be the new head of Gullford High School for Girls.

## £1m for Welsh all-in schools

More than £500,000 is to be spent on converting four secondary schools in the Upper Cymon Valley, the Glamorgan, into comprehensives.

Mr John Morris, Secretary of State for Wales, has given the go ahead for Mid Glamorgan to establish two 11 to 18 and two 11 to 16 comprehensives, with pupils from the two smallest schools continuing their 16-plus education in the all-through schools. The allocation of £511,000 comes out of the special £2m programme announced for secondary reorganisation in Wales in August, 1975, and is to be spent between now and March, 1978.

## Carr is cyclo-cross favourite

Kevia Carr, of Sherburn School, Leeds, easy winner of the schoolboys' open cyclo-cross championship at Kirkby in November, is favourite to win the over-15 race in the English Schools' Cycling Association championships at Haverhill, Suffolk, tomorrow.

Carr will once again be opposed by David Miller (Grove Comprehensive School, Newark), who was second in the Kirkby race. Local hopes are carried by Barry Bennett, who goes to Newmarket Upper School.

Mr Eddle Taylor, the event organizer, says that with some of the boys as old as 19 it could be a

much closer race than in Kirkby, which had an age limit of 16.

Andy Palmer (Highams Park School, Loughton, Essex) is expected to do well in the under-15 group, and two outstanding girls will be Shirley Robinson, the pursuit champion from Sir Charles Lucas School, Colchester, and Wendy Page, from Bungay School in Norfolk.

The team race is likely to be a tussle between John Willmott School, Sutton Coldfield, one of the strongholds of school cycling, and Wreako Valley College, West Midlands.

The course will be mainly in and around the banks of Haverhill's disused railway station.

# COURSES

## SHEFFIELD CITY POLYTECHNIC MSc in EDUCATION MANAGEMENT

Applications are invited for the new three-year part-time day release course starting in September, 1977. The integrative theme of the course is organizational effectiveness—its diagnosis and consequences for the formulation, determination and implementation of policy, within the educational setting. It is envisaged that students will already hold senior positions in schools, colleges, universities, L.E.A.s and other educational institutions, or that they will be of such calibre that they will subsequently reach such positions.

Applications are also invited for the following established courses:

- MSc in EDUCATION MANAGEMENT** (one year full-time followed by one year part-time) focusing on the management of planned change.
- DIPLOMA IN EDUCATION MANAGEMENT** (one year full-time)
- DIPLOMA IN EDUCATION MANAGEMENT** (two years part-time day release) The Diploma course offers individuals an opportunity to develop their management interests and skills within a broad-based syllabus.

For full information and application forms please write to Geoffrey A. Winter, M.A., Admissions, Director (Education Management), Unit for In-Service Courses, Sheffield City Polytechnic, Pond Street, Sheffield S1 1WB.

## UNIVERSITY OF LONDON INSTITUTE OF EDUCATION DIPLOMA IN EDUCATIONAL ADMINISTRATION

Applications are invited for the course leading to the University of London Diploma in Educational Administration beginning in October 1977. This is a day-release course extending over two academic years: attendance at the Institute will generally be on a Monday over two consecutive years; attendance at the University will generally be on the afternoon part of the first year and on one day each week in the second year. The course is designed for officers of Local Education Authorities and other administrative agencies connected with the education service. It includes the study of the school, college and other educational institutions. It will include the study of assessment and use of modern assessment methods, and the analysis of work and the further higher education. Each student will be required to undertake an individual study relevant to the field of administration in which he or she is working. Further details and application forms obtainable from the Registrar, University of London, Institute of Education, 29 Bedford Way, London WC1R 4EJ. Early application is advised, preferably by 15 March 1977.

# A decade of Plowden

'Children and their Primary Schools' was published ten years ago this week. Here Lady Plowden assesses the impact of the Plowden Report's central recommendations



Lady Plowden in 1968 with some of the subjects of her Report.

It is now 10 years since those of us who were members of the Central Advisory Council for Education (England), who had between 1963 and 1966 been considering "primary education in all its aspects and the transition to secondary education", were waiting for reactions to the published report. On the whole they were good, although there were cries of horror at some of our recommendations. In particular I remember the adverse reaction of teachers to such a modest suggestion as that there should be teachers' aides, and the fear that our recommendation of closer home/school relationships would lead to parent power in the schools.

We presented the report to Anthony Crosland, then Secretary of State for Education. Although it was debated by both Houses of Parliament it was never officially welcomed by any Government (in contrast to the Robbins report, officially accepted by the Government as soon as it came out).

For a few years after publication members of the council issued a yearly progress report on how far our recommendations had been implemented. These gave some indication of the matters to which we attached importance. In 1970, for instance, we noted that 117,000 copies of the report had been sold; that the idea of positive discrimination in educational priority areas schools was developing. We welcomed the announcement of the urban aid programmes, jointly administered through the Home Office, the Department of Education and Science and the Ministry of Health. We noted a "significant break-through" for the under-fives, as one of the urban aid programmes gave priority to projects for nursery education and day nurseries; in addition the first large grant was given on a national basis to the Pre-school Playgroups Association, and a project was initiated by the Schools Council into the education of the pre-school child.

We were pleased by a statement made by the Secretary of State that the pupil/teacher ratio should be the same in primary and in lower forms of secondary schools, and that those graduates wishing to enter teaching must be trained before teaching in primary schools. We welcomed closer links between home and school, particularly in EPAs. We were cheered by the then proposed survey on literacy, and hoped it would be followed by one on numeracy.

We were concerned that no steps had been taken to legalize part-time entry for the under-fives, that the turnover of teachers, especially in the infant schools, was so high, and that there was no long-term value for nursery expansion. We reiterated the necessity for an inquiry into teacher training, for national surveys of attainment, and for the continuing publication—and use by teachers—of objective tests.

Seven years later there have been more developments which I welcome. The White Paper *Education: a Framework for Expansion* emphasized nursery expansion and the value of voluntary effort, and made specific reference to playgroups. I welcome the remarkable growth of playgroups and the recognition of their value in the financial support given to them by both central and local government. James has reported on teacher training and Bullock on literacy. An inquiry is being undertaken by 60 HMIs in a representative sample of 530 primary schools. The National Foundation for Educational Research has recently finished a feasibility study on tests of attainment in mathematics in schools. (TAMS)

sponsored by the DES, and the DES assessment and performance unit, set up two years ago, is trying to identify the key forms of pupils' development underlying the curriculum, and will then hope to develop methods of assessing the performance of pupils in each of these areas.

Although the cessation of EPA action research is to be deplored, the disadvantaged unit in the DES will, I hope, produce useful information based on what is taking place and encourage new thinking. In addition the NFER is considering a two-year inquiry into the place of all the non-3R ingredients in the primary curriculum, "the kind of thing the Plowden report did in its way" (*The Times*, March 5, 1976). And another interesting piece of research has just been announced—the Oxford Educational Research Group, which under the chairmanship of Professor Jerome Bruner will investigate all aspects of education in Oxfordshire.

All this is in line with our recommendations, and is positive and encouraging.

There has, of course, been criticism—*Perspectives on Plowden* from R. S. Peters, Acland's article in *New Society* on the failure of the EPA philosophy and, best known of all, the Black Papers. Perhaps those critics who equate "Plowden" with "progressiveness" in a pejorative sense and "progressiveness" with "the wild men of the left," (as *The Times* wrote recently) will look back at our recommendations and refresh themselves as to what we actually suggested.

The Black Papers seem to fall to accept that the good practice we observed, described and encouraged was the result of a steady evolution of methods of teaching which had started in the infant schools in the early years of the century and in their present form were the creation of practising teachers in the 1930s, dissatisfied with the more formal methods. (It is perhaps worth remembering that the Code of 1862 stated that the "strain of preparing children of six to pass into Standard I reacted on the teaching of children under that age.") Contrast this with the 1975 Black Paper's demand that national minimum standards should be established, and that the

"seven-plus examination should cover literacy and numeracy and children should be expected to pass such a test before they proceed to the junior school". Last year there were two events which were used as ammunition by critics: Neville Bennett's research and the happenings at William Tyndale school. For the first, Dr Bennett himself wrote: "It would be a pity if our findings were used as ammunition by either side in the continuing controversy about methods." For the second, perhaps it is relevant to remember that schools in difficulties have always been with us. In the survey of all primary schools done by HMIs in 1964-65, 28 schools (out of approximately 20,000) were categorized as "a bad school where children suffer from laziness, indifference, gross incompetence, or unkindness on the part of the staff".

In addition, there has been the common sense questioning by the Prime Minister in his speech at Ruskin College, voicing views—shared by others—about standards of attainment of school-leavers.

I am concerned that the evolution in thinking about the learning ways of children, which our report encouraged and which has drawn knowledgeable visitors to our best primary schools from all over the world, may have slowed down, or at any rate seems to be more under attack at present. The doubters seem to believe that the approaches which we recommended have failed, or that they are not relevant today. There seems unfortunately to be a growing polarization between those who believe in traditional methods, instead of a continuing and constructive dialogue between the two.

There are, I believe, two reasons for this doubt. The first is the shortage during the last decade of teachers with experience. Responsibility must lie to some extent with the extraordinary expansion of teacher training which took place in the 1960s. Between 1960 and 1965 the colleges had been expanded in a programme which more than doubled the number of places for teachers in training. In 1968 there were 30,000

places. In 1965 it was over 70,000 and approached over 80,000 in 1966-67 (CAC report 1966, table 18, paragraph 888).

But the total primary teaching force at that time was only 140,000. Out of every 100 teachers who entered teaching, only 47 were still in the schools after three years' service. (It is worth noting that in Dr Bennett's survey the most effective teacher was informal and experienced.) The expansion of student numbers in colleges meant, of course, an expansion of college staff—the emphasis being on graduate staff, of whom there was an acute shortage of those with experience of primary schools. Not at all a happy situation: it placed the colleges in the most difficult position, only beaten by the worse position in which they have been placed by their rapid amalgamation and closure.

The second reason for the slowing down of progress is very different. The 1960s were the time of the affluent society for the many, with a minority of the population being left behind. We were writing to encourage the liberation of primary education already taking place. We believed that children in the schools would grow up in a world "likely to be richer than now, with even more choice of goods, with tastes dominated by majorities and with more leisure for all" (leisure by choice and not by unemployment).

Today the climate of thinking has changed. The vision of riches has been replaced by a growing understanding of the need of the country to pay its way and earn a living in a hard economic climate. Even some academics have recognized the vital importance of industry. We are increasingly aware that many of our problems are technological. How can we pay our way in the world? How can we make motor cars, television sets, refrigerators and so on, competitively in a way that is also foldable in those that make them? How can we solve the problems of pollution and destruction caused by cars and the industrial processes demanded in the production of the goods we want?

Continued on next page



Continued from previous page

These are some of the massive problems with which today's children as adults will have to cope...

It is not sufficient that children should be able to write poems and paint pictures, and show their concern about the problems of which they are already aware...

What of the future? I am hopeful. The decline in the birth rate and, I believe, the Houghton award have halted the rapid turnover of teachers...

They will recognize that it is as absurd

for the "progressive" teacher to feel guilty about children knowing the multiplication tables as it would be to feel guilty about them knowing the right order of the letters of the alphabet.

There are increasingly more men in primary schools (a third male infant head has just been appointed in ILEA); men tend to have a more spontaneous interest in technology and are thus more likely to awaken it in children.

Now that both the Prime Minister and Dr Boyson have called for a searching look at what is taking place in schools, perhaps the danger of "traditional" versus "progressive" becoming a party political matter will recede.

Next week: A. H. Halsey on the fate of the concept of positive discrimination.

# Filthy fish and chips

Leila Berg recalls the hostile reception given to the Nippers series a decade ago

At the beginning of 1967—still before the Plowden report—when I had collected some stories by other writers too, we sent out 20 schools all over the country, asking for reports from both the staff and the children.

They were stories made from perfectly ordinary working class ingredients. But the first reports that came back were scandalized, and vehement. The heads and teachers said that such subjects should not be mentioned.

These remarks were made by heads and teachers who actually taught in areas where the children always played in the local dump and in the old cars, and had homes without hot water, and used tin baths; they made them hostilely.

Two stories in particular—Fish and Chips for Supper and Going to Bed, both

of them light hearted and very rhythmic and not at all bleak—sent them into frenzy. They said they were "stunners" and "ridiculous" and "silly" (They used this last adjective frequently.) Both of these stories involved someone in bed. One was focused on the bed, refusing to get up and go to work and mending things up for everyone else, ended with the irate mother pulling the sheets off him. The other had two children, boy and girl, who slept in the same bed. I had a strong impression at the time that a bed could only figure in a school reader if it was uninhabited human beings (a teddy or a rabbit or a gnome might have been all right).

As for the first story I became angry for the first time that fish and chips were merely the phrase—a symbol almost equivalent to gin. Also, they insisted on talking angrily about fish and chips when apparently leaping to the conclusion that the people who spoke and behaved as they did were slipping out of schools at dinner time.

They were sure that a fish and chip shop might possibly get something really nutritious and body-building. (In fact, only a few against hard working puritans would reach that peak; most would just have chips.) I was bemused. The second story, which was about a

## Nippers Leila Berg Fish and Chips for Supper



small boy, age about three, who had got "filthy dirty" playing in the dump, having a bath in the tin bath in front of the fire, then joining his sister in bed when he is "clean as a daisy", also caused a great deal of anger. The phrase "filthy dirty" was vehemently attacked for some reason which I have never fathomed—perhaps because by teachers' logic, which I gradually learned, to say a child is "filthy dirty" means you are telling him to be filthy dirty; though I had a feeling it was something to do with the grammar of the idiom; and tin baths, they said, did not exist. Nothing was actually written down by them about this little boy and girl sharing a bed, but the number of "silly" hurled about like grenades seemed to say it was too shocking to bring into the open.

Many of them castigated me for bringing "swearing" into infant schools. I was perplexed. I ferreted into this, and discovered they meant one child saying to another child "shut up". "Cheeky children do not need to be encouraged", they said. This meant they did not like to see children's normal conversation with one another reproduced in print. As in adult books, the characters in Nippers talk in the way they would really talk. Children talk like East End fathers, teachers talk like teachers. This made the teachers say the stories were illiterate, and ugly, "like comics".

They were very angry with another story—Jill Bravin's Saturday Morning. They were already angry because the boy in it played in the local dump, called the Deb-ree (the local name in the district where Jill Bravin taught), who he usually found treasure—a magnet, or an old car, or an ants' nest; dumps they said, repeatedly, did not exist, whatever the children called them. But what made them even more angry was that he liked to feel the ache in the back of his legs

and John. Janet and John's introductory book specifically claims that "the subject matter fits the child's experience and is always in good taste"; equally strongly they said the children agreed with them completely and were "shocked" to hear the teachers read such stories, and to hear such things (which anyway did not exist) mentioned.

When the rest of the reports from schools came in some time later—three times as many as the first batch; the angry ones, of course, rushed to the attack—we were relieved to see that they said the opposite: that at last someone was writing stories about what was really happening, about situations the children recognized instantly, and furthermore was writing in a style that was "vivid", "vigorously imaginative" and "poetic"; and, equally emphatically, that the children loved them.

Out of curiosity I checked the areas, wondering if it was in working class or middle class ones that heads were hostile—and found that hostile heads covered similar districts to enthusiastic heads, sometimes even adjacent and slightly overlapping districts. It was a matter of the personality of the head, rather than social area.

What appalled and angered me was, first, that the first heads were actually invalidating the children's real experience. And what was even worse, far, far worse, they were training the children (who they said "were shocked") to invalidate it too. This was like the teacher who told the children which books they "wanted". You cannot train children to deny the truth about themselves, and then expect them to enjoy books. For that is the subject of books.

This is an extract from Leila Berg's Reading and Loving published this week by Routledge & Kegan Paul (£1.20).

# Back street mothering

The National Children's Centre in Huddersfield has become a focus for the education and support of local child minders. Jonathan Croall reports

Winnie Trew has 12 children—apart from two that died. But that is just her own family. As a childminder she has been a substitute mother to countless pre-school children since she came to Huddersfield from Jamaica 14 years ago.

Fortunately, she is not as isolated as she was a couple of years ago. Along with 60 or so other minders in the town, she is linked into the support network of the National Children's Centre. Once a week she is picked up by minibuses and taken across the hills of Huddersfield to the decaying suburb of Longroyd Bridge.

The centre, now approaching its second birthday, forms one strand of the National Educational Research and Development Trust, set up by Brian Jackson, after his departure from the Advisory Centre for Education, with the aim of pinpointing why so many children fail to realize their potential at school.

Nationally, more children are looked after by minders, registered and unregistered, than by all nursery schools, play

groups and day nurseries put together—a recent estimate put the number at well over a million. Though this kind of statistic—as well as some grisly evidence about the highly erratic quality of care provided—has been in the public domain for some while, it is only in the last couple of years that certain local authorities have activated small projects concerned with the education and training of minders.

Now the BBC has joined in. This week they have started screening Other People's Children, a series of nineteen programmes going out three times weekly, designed specifically for minders, and offering them advice, help and encouragement in the privacy of their own homes. The series—put together after prompting by Brian Jackson—could well bring childminding the kind of national attention which the On the Move programmes brought to adult literacy. (Last week the Trust was granted £10,000 by the Social Science Research Council to monitor the impact of the BBC series.) Yet it could also increase the isolation of minders, particularly the unregistered, if it is not backed up at local level by resourceful and imaginative type of services provided in Huddersfield.

Aptly enough, for a group seeking to break down the barriers between local government services, the centre's 17 staff work from a building that, quite literally, straddles the River Colne, a narrow stretch of water moving unidirectionally through the wool mills and immigrant communities of Longroyd Bridge.

When the transport workers for whom the building was designed appeared none too keen on dancing with each other after leaving their buses in the adjoining garage, the social centre was taken over by the polytechnic, which subsequently offered the premises to the trust. (At one time Harold Wilson's old school, Millsbridge JMI, complete with under-floor swimming pool, was a possible alternative; it was not pursued because of its huge size and inaccessibility position.)

The bus garage is still there, as are the austere offices of the West Yorkshire Passenger Transport Executive, who share the building with the trust. Workers

clocking in and off enjoy an uninterrupted view of municipal duty rosters, or severe notices demanding: "Are You Neat and Tidy? Cap Brushed? Buttons Cleaned?" But step through to the centre, and the walls are awash with children's painting, the space crumpled with play equipment, materials, prams, clothing, books, boxes of toilet paper or washing powder, posters and leaflets about child care or home safety.

Hazel Wigmore, director of the centre since the beginning, sees its do-it-yourself appearance as an asset: "It looks poorly equipped, but that attracts the mothers, who see it as being worse off than their own homes. They don't say: 'Oh, they've got everything here, that's not for me.'" And though mothers come in for a variety of purposes—some for literacy tuition, the Chinese and Pakistanis for English lessons—the focus of the work is on raising standards of childminding.

In an average week the centre is in contact with 54 registered and 10 unregistered minders. They come in to participate in the courses on the needs of pre-school children, to borrow books or toys from the centre's library, or make use of the bulk-buying and equipment loan services. The workers who man the centre's playground take their children off their hands for a while; though minders on a course are encouraged to drop in to the play sessions, to see whether the ideas they have been discussing make sense with their own children.

"It's lovely for the children, but it also gives you a place to meet other minders", says Cynthia Hall, who's been a minder for 12 years. "I used to feel out on a limb, and a bit guilty. They used to come in and look at your fire-thing wrong." It is this kind of isolation, and the consequent "backstreet" feeling the centre is hoping to break down, which recent innovation is the setting up of a district group, now numbering 10, which meet in youth clubs, community centres, schools or children's homes. Each group has a nucleus of registered

minders, most of whom have had through a course at the centre. But the groups also attract and welcome the unregistered minders, who are understandably more reluctant to come into the open. "The mums start comparing notes", says Hazel Wigmore. "Someone says: 'Waiting for your certificate, are you?' to the unregistered minder, who feels she has to say yes. So then the registers." The informality of these groups has also helped to attract non-minder mothers, referred by welfare agencies because of problems in the family.

This flexible and mutual support service, made easier since the acquisition of the minibus, can perhaps respond more personally and immediately to the needs of the minders and their children than the larger and inevitably more remote, statutory services. I went with Hazel Wigmore on an unplanned visit to Winnie Trew's house in the Birky area of Huddersfield. With us were Beverley Johnson and Christine Prentice, two recent school leavers attached to the centre through the job creation programme.

Though not expected, we were greeted straight in. The back sitting room was warm, cramped and dilapidated, though the wallpaper was new. A baby lay asleep in one corner of a sofa; two small boys sat, totally without expression or movement, at the other end. A girl of about eight, the only white child, wandered round the centre table without shoes, socks or coat, her nose running.

A fifth child, Saun, more lively, jolted and rumped with his father who, just united with his son, sat in the corner near the fire. Winnie's husband, off work though injured, was darning a shirt at the centre table. A neighbour filled the only armchair. The radio was on. No one was to be seen.

Winnie talked unhappily about her twelve-month battle for an extension of her kitchen, to provide more space for the children to play. (The space, at present a barren backyard, provided ample room for their dog to run around.) "I don't know who it is I see", she said, referring to the social services depart-



Winnie Trew's house in the Birky area of Huddersfield.

ment. "Perhaps I should go to Downing Street and get Mr Callaghan to do something?" Her husband spoke of the frustrations of having so many children under foot. "I couldn't hardly breathe, man", he said wryly. When he needed what space there was to decorate the room, the toys provided by the centre remained put away.

As she talked, Winnie woke the baby with a firm rub down the side of his face; skillfully changed his nappy on her lap; and thrust a bottle of heated milk into his unwilling mouth. Though her technique might not find favour with those reared on Dr Spock, it was certainly not unkind, and involved plenty of physical contact.

The two boys remained unresponsive who efforts to get a word, or even an emotion, out of them. Only recently put into Winnie's care, they showed all the signs of "pseudo-autism" noticeable in child-

ren left during the day with sleeping adults, who themselves need to work at night. Huddersfield has its share of mothers doing night shifts—in children's homes, hospitals, and old people's homes—with a disproportionate number from Asian and West Indian families.

We listened to Winnie's troubles: heard about the mothers who "forget" to pay, who drop their children in before breakfast and do not return until 10 p.m.—or even a day or two later. Though Winnie is depressed, she is not giving up yet.

Yet, as Hazel Wigmore points out, if it was not for her Saun would have gone into care. "Conditions in a home can be much worse than this. Now at least Saun has a chance, and he is back with his father. This may be bad educationally, not what we would ideally desire, but it is all we have got. Winnie's the right person, because she has got a lot of love for the children."

After an hour we leave, while the two teenage girls remain behind to play with the children. Only last summer both were at Delgaton Comprehensive, one of half a dozen schools which, alone or in conjunction with the centre, run community education courses for the fourth and fifth years. There is a lot of emphasis on preparation for parenthood, a status some of the older girls will be achieving all too soon.

"Kids become mums earlier around here", says Delgaton's head, Jeff Burns, whose school serves a vast council estate in an EPA area. "The course gives them a good grounding for going on to work in child care later. And some of the toughest lads, who have never been through the play stage, work very well with the children."

Dave Townend, a PE teacher who spends one day a week with the course, would like to see more time being made available: "You send kids out to play groups, or to work with old people, and yet you never have time to visit them." It is here that the centre, free from timetable pressures, can provide time and people for what they see as a crucial



Cartoons by Larry are taken from the minibus to the BBC television series 'Other People's Children'.

opportunity to affect future patterns of child rearing. Students from the schools are encouraged to work with children alongside the more experienced play leaders, both in the playground at the centre and those attached to district groups. But perhaps the crux of the course comes in the discussions on adult methods of dealing with children. The centre staff try to show the teenagers they can learn things which others have had to find out later through bitter experience.

"We catch them at an age when they're anyway very critical of their parents", Hazel Wigmore emphasizes. "We play out with them some adults' ways of coping with their children, and they see straight away where it goes wrong. They probably hadn't thought about it before; but soon they're telling us of examples from their own experience."

The centre is less happy than some teachers about the idea of moving on to

a CSE in child care, feeling that those most in need of the course are precisely those most alienated by examinations. They argue that many who have failed academically have grown in stature through working on the community ventures, and that their increased confidence will ultimately allow their children to get a better start in life.

The centre's independent status has its drawbacks. Shortage of money can mean as much time spent on jumble sales as on the work with minders and children. In March 13 staff, employed through the blunt instrument of the job creation programme, may well have to leave, just when their developing skills could be put to good use. And the centre has not always seen eye to eye with the statutory services; though now there seems to be a lot of support for what they are doing.

"It's not the kind of activity that gets into my hair", says Ernest Butcher, director of education in Kirkless. "What we can do at pre-school level is severely limited by money. The centre's work is very, very useful, and not the sort of thing we could have done. They've gone further with the childminding exercise than almost anyone else in the country."

The trust is already starting similar centres in Nottingham and Manchester. It hopes the Huddersfield experiment will provide a model for others wanting to break away from the education/social services split which still bedevils pre-schooling. Paradoxically, there is perhaps more hope for such small-scale, relatively cheap, community-based projects getting off the ground at a time when the expansion of more established forms of care has been curtailed.

The centre's commonsense, good neighbour approach could certainly do with a bit of spreading around. As Hazel Wigmore says: "If there's a problem, and no one else is doing anything about it, you can't help getting involved, even if it's nothing to do with you."

The centre is less happy than some teachers about the idea of moving on to

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22 Books/English/Children's Literature

Sawing the air?

David Blawitt

Rebels and Lovers. By Alice Griffin. University of New York University Press \$6.95. 8147 2960 6.

Macmillan 50p. 333 17634 5. Shakespeare: The Merchant of Venice. Edited by Christopher Parry. Macmillan 50p. 333 17653 3.

It would be comforting to believe that teachers use drama to deepen pupils' understanding of a dramatic text (though a poet, too), especially since many school curricula allow for such methods.

Sweet selection

Roy Blatchford on an anthology for O level and CSE

Dimensions Series. Compiled by John Foster and Mike Samuda. School. 08 020487 2.

Adolescence. 08 020485 6. Love and Marriage. 08 020484 8. 70p each.

The choice of prose-drama-poem anthologies for 13 to 16-year-olds following CSE and O level English courses must be a daunting task.

The 40-80-page selections that make up Dimensions are thematically divided into sections.

much verbiage about the comma. While the second half of the book's subtitle—"A New Approach to Acting and Reading"—is justified, "improvisation" and "acting" are hardly new terms.

Brian Vickery's Shakespeare: Constantine, No 58 in the Studies in English Literature series edited by David Nicholls, is an excellent and thoroughly recommended commentary upon the play.

song lyrics from Cat Stevens, words from P. D. Laing and excerpts from classroom favourites Paul Zindel, Bill Naughton and Alan Sillitoe.

The companion volumes Love and Marriage and School overlap in authors, subject and style, and reflect inadequate editorial collaboration.

The range in Love and Marriage is, none the less, catholic: Beatrice, Jilly Cooper, Nicotcho, Morin and F. M. Knowles (who you can't tear up your ticket if you lose) are amusing bedfellows in the chapter Wedding Tips.

Children's literature Colourful characters

Mathew Price on picture books

Potato Man, by Polly Pinder (A and C. Black £1.00) is not really much of a story, but it is beautifully coloured. It shows what can be done with a potato cut into various shapes, coloured paints, and lots of imagination.

Henry and Fowler by Sarah Gard (Hodley Head £1.95) is an amusing tale for children of five, or thereabouts, about Henry's dream of coxing a rowing eight, and his rescue from a watery grave by his dog Fowler.

Great Shoe Hunt (Abelard-Schuman £2.55), which left rather a nasty taste in my mouth, Heinz, a dwarf, can't find shoes to fit him, so he goes to the land of the giants, where he is humiliated by the shoekeeper and the giants for being so small.

delighted in scaring her (and a witch-child) taught a lesson by a witch-child.

The Supernatural Short Stories of Robert Louis Stevenson. Edited by Michael Hayes.

John Calder £4.95. 7145 3550 8. 13 Ghosts. By Paul Groves and Edward Arnold £1.10. 7132 0028 1.

The taste for the frightening has rarely been so well catered for as in the refreshingly literate stories of Robert Louis Stevenson, seven of whose supernatural stories are now available in one volume.

Less fearsome are two stories written in Samoa, where superstitions of a different culture are fairly-tale of magic and innocence, a darkens with an apparently inexorable approach of the hero's damnation. It has a credible happy ending as does "The Isle of Voices", a story involving sorcery, an engagingly lazy hero and a troupe of lurching cannibals.

Each illustrates a Christian ideal, but not too obviously; the brief end and explain the ideas fully. For Ben Jones, how to play and share things with others, while Julie in How can we help? discovers how to help hungry children overseas.

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Waste not, want not?

Howard Sergeant looks at some background books for economics studies and reviews four new textbooks

The Flow of Funds in Britain. By Sandra Mason. Paul Elek £9.00. 236 40016 9.

The Entrepreneurs: Strategies, Motivations, Successes and Failures. By Richard Bruce. Librarian Books £5.95. 905004 02 7.

The Turning Tide: Towards the Post-Surplus Society. By Barbara Maude. Faber £3.95. 571 10766 4.

If these three books were written from different viewpoints and intended for different categories of reader, they are strangely complementary in that, ultimately, they are all concerned with the same subject—the way in which Western society utilizes its resources.

That limited resources may or may not be utilized for the benefit of society is simply demonstrated by The Entrepreneurs, a penetrating study of the methods employed by some of our most charismatic and much-publicized businessmen in exploiting the financial system to achieve their objectives.

The Turning Tide issues a timely warning that, in the opinion of its author, Western society is returning to its historic condition of potential shortage from one of surplus, and argues that to meet the challenge of this situation—perhaps even to avoid disaster—we must become far less wasteful in our use of organic resources.

once book since it has been revised to incorporate the changes in the law made by the Finance Act of 1975 and budget proposals of 1976.

Accounting for it all

Elements of Finance for Managers. By B. K. R. Watts. Macdonald and Evans £1.50. 7121 051 4.

Designed for managers and junior executives with a formal training in accountancy, this volume is written in a clear, down-to-earth style and with the minimum of jargon.

Variance Accounting. By Ernest Leifer. Macmillan, in association with the Institute of Cost and Management Accountants £7.95. 333 19608 2 and £2.95.

Variance Accounting is not a new form of accounting, nor even a new financial technique, but merely a term devised by the author to describe the proper integration of two distinct techniques well known to business executives as budgetary control and standard costing.

Income Tax. By Henry Tech. Macdonald and Evans £1.50. 7121 044 7.

This is the ninth edition of a textbook intended primarily for professional students, though it will be of value to other readers as a reference.

Root of the problem

Catherine Basham

A great number of people seem to write introductory textbooks introducing statistics; statistical theory is rooted in common sense, the mathematics required is easy, and if you have any doubts as to how to introduce some concept, there are hundreds of others whose methods you can refer to.

Sandra Mason's The Flow of Funds in Britain is more informative than critical, but it is exceptionally well supported by financial statistics and contains an appendix on the nature of statistical data used as a basis for analysing the financial system of the United Kingdom.

The Turning Tide is a fascinating volume. The author, Barbara Maude, is widely known for her conservationist ideas and activities, and when she confines herself to her subject proper she can be superb, writing with persuasive skill and driving her points home with almost satirical force.

Of particular relevance is the emphasis she places on the dismal failure of our "planners" to distinguish between resources which can be renewed and those which, if squandered, might be lost for ever.

The Structure of Consolidated Accounting. By H. K. Jaeger. Macmillan, in association with the Institute of Cost and Management Accountants. £10. 333 19802 6 and £4.95. 19803 4.

Advanced students and practitioners in need of a refresher course will be pleased to see the appearance of this clear and up-to-date text on one of the most difficult aspects of company accounting.

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THE TIMES Higher Education SUPPLEMENT

Thrills and chills

Lesley Wood

The Supernatural Short Stories of Robert Louis Stevenson. Edited by Michael Hayes.

John Calder £4.95. 7145 3550 8. 13 Ghosts. By Paul Groves and Edward Arnold £1.10. 7132 0028 1.

The taste for the frightening has rarely been so well catered for as in the refreshingly literate stories of Robert Louis Stevenson, seven of whose supernatural stories are now available in one volume.

Less fearsome are two stories written in Samoa, where superstitions of a different culture are fairly-tale of magic and innocence, a darkens with an apparently inexorable approach of the hero's damnation. It has a credible happy ending as does "The Isle of Voices", a story involving sorcery, an engagingly lazy hero and a troupe of lurching cannibals.

Each illustrates a Christian ideal, but not too obviously; the brief end and explain the ideas fully. For Ben Jones, how to play and share things with others, while Julie in How can we help? discovers how to help hungry children overseas.

Each illustrates a Christian ideal, but not too obviously; the brief end and explain the ideas fully. For Ben Jones, how to play and share things with others, while Julie in How can we help? discovers how to help hungry children overseas.

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مكتبة الأصيل

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# Communications and job vacancies

by H. Heginbotham

The need for information on job vacancies arose when many Birmingham people were reluctant to use the subways and the careers service was decentralized.

Many jobs remained in the older areas, so vacancies had to be circulated to the suburban offices. The problems of volume—25,000 vacancies in a normal year—and high costs of communication by methods such as telex, meant that the postal service had to be used for bulk traffic. Unfortunately, however prompt the post, a time lag was inevitable.

The solution was to use a computer to control a telecommunications network with terminals in each careers centre. The opportunity for this arose when the authority developed a schools network for computer education, sharing time with the Open University Computer Centre at Newcastle upon Tyne.

The area computing service manager, Mr P. Frogbrook, was design consultant and with some colleagues he undertook the systems and programming work. Buying reconditioned terminals reduced the initial cost. The system now provides for the transmission of vacancy information throughout the city to 10 area careers centres.

The distribution of approximately 12,000 to 15,000 vacancies a year depends on the location of the vacancy and whether it is considered scarce by the notifying office. Details of vacancies are coded on computer terminals in the area careers centres, either "on-line" to

the computer or "off-line" on to paper tape.

When instructed to print, the computer searches the vacancy files and selects those records which are programmed to be transmitted to the office requiring a print-out. Information about changes in vacancies is also transmitted.

The vacancy files are reorganized weekly. Any vacancy which has been on the files for more than four weeks is verified at the notifying office. Statistics needed for national returns for the careers sub-committee and for general management of the system are produced.

An important part of the system is its ability to search for vacancies in specified "job families". A new system of occupational classification has been devised for this purpose. A brief description of vacancies can be printed.

At first the system used a Post Office datalink link between the terminals and the Open University Computing Centre, and area centres worked to scheduled times. Ordinary telephone lines are now being replaced by direct lines and a logical signal processor. It should then be possible for all the offices to be on-line to the computer for most, if not all, of the day so that vacancies can be received at the careers centres minutes after they have been put in.

Many further developments are technically possible. Extending the search facility using visual display units is one possibility; building permanent data bases relevant to the work of the Service is another.

# Transparent anatomy

by John Barker

Human Biology  
A series of 27 sets of overhead projector transparencies arranged in five groups:  
A: Skeleton, joints, muscle, anatomy of the trunk. £18.  
B: Tooth structure, tooth function, alimentary canal, ileum section, kidney, nephron. £13.50.  
C: Lungs, breathing, blood, heart, heart beat, circulation. £14.50.  
D: Eye, accommodation, ear, reflex arc, skin. £11.50.  
E: Male, female, ovary, menstruation, copulation, uterus and foetus. £19.50.  
Register board £2.25 and storage box £5.43, complete set £89.  
Philip Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon.

This must make the fifth or sixth set of overhead projector transparencies on the same topic available in the United Kingdom. So the special attributes of this set need to be considered.

The transparencies were drawn by Peter Stebbing and are very attractive. With one exception, all are in colour and in many, four colours have been used.

They are made of thick acetate sheet, and are 29cm by 29cm. They use the entire illuminated surface of the projector.

A register board can be used. It is a sheet of 3 mm transparent plastic, which is placed on the flat surface of the projector. Two holes in the transparencies fit over two metal registers. It is a pity these are not a standard paper punch disc size apart, so that the board could have been used with teacher-made material.

The labelling is always on a separate sheet, so the material, unlike some sets, is adaptable for the teacher's needs and can be used for revision. The lettering on some is colour coded for the part to which it refers. Thus on the skeleton, violet labels refer to the violet coloured appendicular skeleton and red to the red axial skeleton. The storage envelope has general notes on the use of transparencies and short teaching notes.

As can be seen from the list, the set contains most of the standard illustrations that would be needed for a human biology course, or indeed for most school biology courses. "Joints" illustrates on the same transparency the structure of the hinge and ball and socket joints. "Antagonistic action of muscles" clearly shows the muscular interrelationship.

"Anatomy of the trunk" is an unlabelled set, showing the anatomical relationships of the skeleton, blood system, ventilation and alimentary system in this part of the body. The set on kidney structure includes an overview of a nephron to illustrate its relationship to the gross kidney structure. "Breathing" on two sheets, illustrates the relative positions of the diaphragm and sternum in relation to the vertebral column at expiration and inspiration.

"Blood" is perhaps a less successful frame as the pie graph is not immediately understandable and should be explained in the teaching notes, which could then give the relevant numerical data. "The heart" and "heart beat" are two effective sets allowing students to concentrate on one process in part of the structure at a time. "Menstruation" is a complex set.

This is not a cheap set of transparencies, but the high quality of the drawings, effective use of colour, large size and separate labelling make it very useful.

# Patterns of music

Candida Tobin, inventor of Tobin Colour Music System, planning a series of courses familiarize teachers with a method. This explains music theory by means of patterns of colours. The courses will be running on Wednesday evenings at American School, 28 London Road, St John's Wood, London, N1. Teachers who practise the system will be giving demonstration lessons at infant, junior and secondary school level.

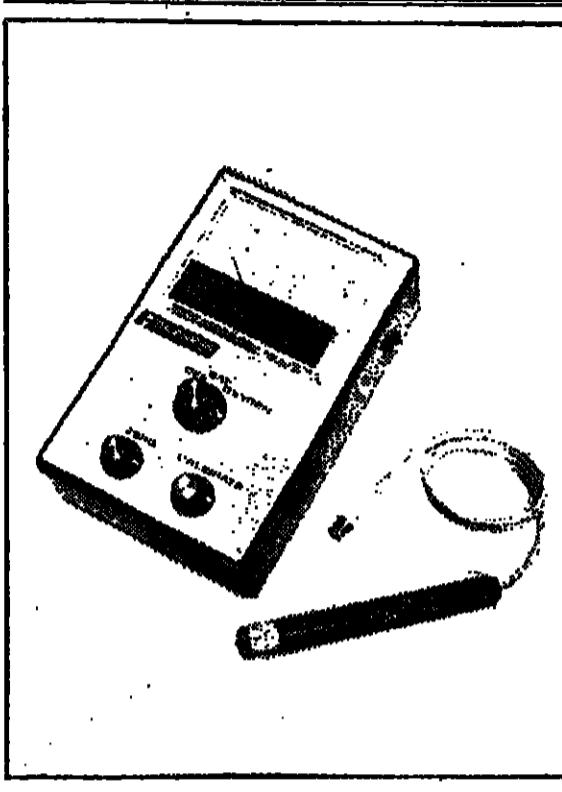
Volunteer pupils (many of whom will come from the American School where the Tobin method has already been introduced) will be able to learn to play the recorder or the guitar.

"Although the colour system now used by a great many schools in the Continent, it is still comparatively unknown to many English schools outside the Home Counties; even there I've met with a lot of opposition from some authorities," said Ms Tobin. "They seem to think that if learning is made fun and entertaining it is suspect for some reason. What ought to be doing is to make an idea of music as attractive as possible so that many more children want to learn to play on the instrument."

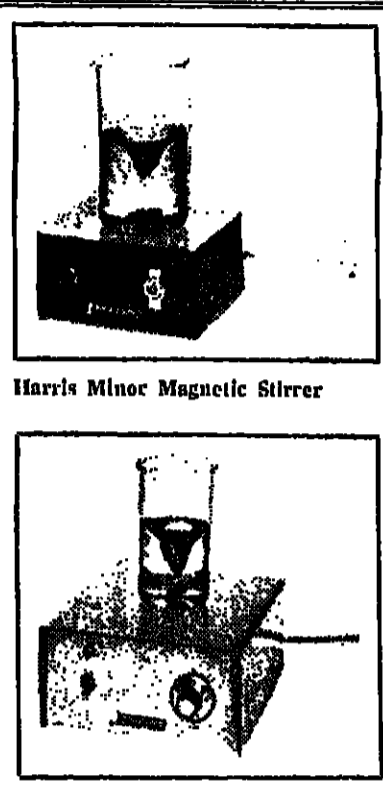
The courses are free for Herfordshire teachers and those from other areas will be charged 50p a session. A complete course will cover a consecutive weekly session.

Further information can be obtained from Suzanne Green, Course Organizer, The Colour Music Workshop, "Triumph" Arts Centre, Southmill Road, Bishop's Cleeve, Herefordshire, CM12 3DH.

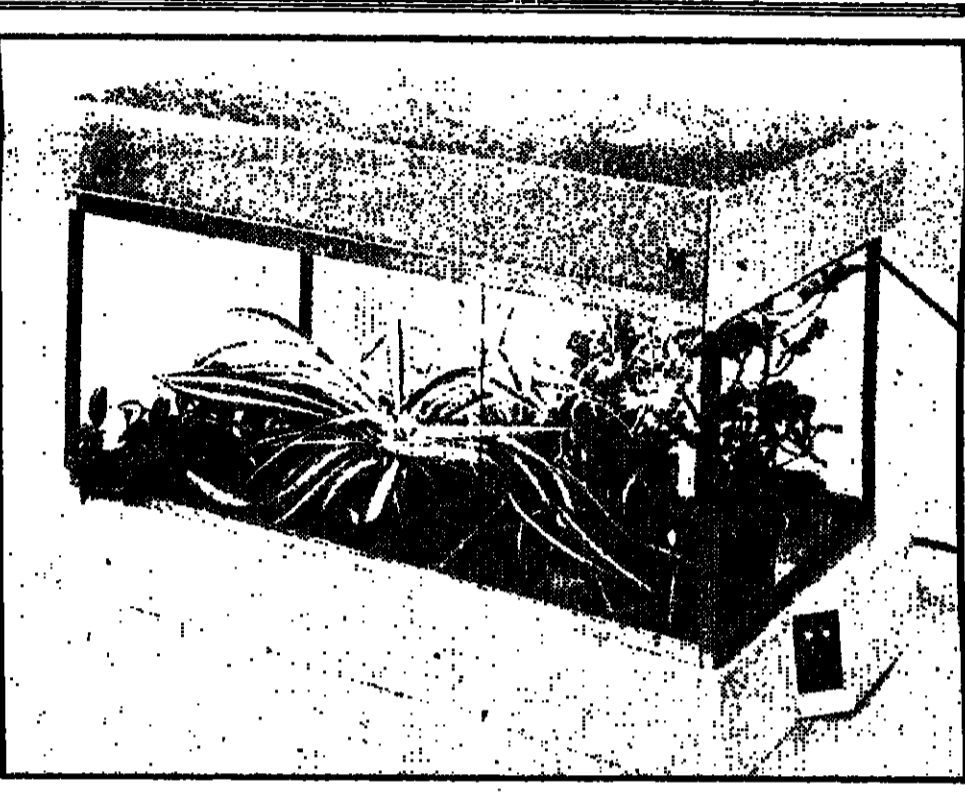
# Science Review



Harris Dissolved Oxygen Meter



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Griffin Multipurpose Growth Chamber

# Apparatus on show

JOHN A. BARKER and R. W. FAIRBROTHER review equipment and materials for biology and physics

Despite the depressing economic climate there were a number of interesting new items in the manufacturers' exhibition at the Association for Science Education Conference at the University of Leicester last week.

There is a great deal of equipment for measuring environmental factors. Griffin and George exhibited their well-tried oxygen meter suitable for both gaseous and dissolved oxygen (DOS-210-K) which sells at £71.10. Philip Harris have now produced their own dissolved oxygen meter (B18700/4) at £54.50.

Philip Harris introduced an environmental thermometer (B1888/0 9) at £29.78, a battery operated electronic device which has two ranges: -10°C to +50°C x 1°C and a range with a span of 10°C with the zero adjustable from -10°C to +50°C. Within these limits a 10°C range can be measured to 0.2 of a degree.

WPA are marketing a memory unit (E9 and E9A) as an addition to their environmental monitoring kit. The memory unit provides for eight automatic measurements to be made in intervals from one minute to one day.

The measurement can be recalled and displayed on the meter unit. Thus sound levels in a street could be monitored hourly overnight and the data assessed the following morning. The E9A device contains additional circuits to conserve battery power. These units are priced at £53 and £75 respectively.

Unilab displayed a prototype environmental measuring kit in modular form, which can be purchased either as a series of units fitted into a carrying case, in groups of modules or as separate modules. When fitted together simultaneous measurements can be made. Separate modules can be instantly connected.

A unit of modules contains a meter, a battery and a probe available to measure oxygen, pH, sound, conductivity, temperature and light.

Some new microscopes were on show. Irwin-Derman produced the Optics micro-viewer and projector (ER 631, £106.00). This projects a magnified (x80) image of specimens on to a built-in frosted glass screen, 15cm square. This can be easily converted into a micro-projector, so that the image on the microscope slide can be projected onto a screen up to 4m away. The instrument is constructed in an attractive plastic casing and, as it weighs only 5.65kg, is easily portable.

Ideas for Education are marketing the Ken-a-Vision micro-projector (LK340, £340). It can be directed downwards or horizontally. Three objectives 6.5mm, 10mm and 16mm are mounted on a rotatable head. The lamp is a 150W, 21V, Q1 and is powerful enough to project an image up to about 6m.

Two models (Ref 250 and 260) based on the Stereomaster low power stereo microscopes were on show from W. R. Prior, costing £57 and £66. They incorporate the usual Stereomaster optical system on a simple stand. The 260 model has a box-type base which can be illuminated from below. A simple attractively designed lamp (Ref. 25, £12.50) of 15W, 12V can be fitted into either of these models.

A notable item at the Griffin and George stand was the new multipurpose growth chamber. This consists of four units, three of which can be used at one time. The base unit (YUD 230-M, £24.30) is an easily cleaned plastic tray containing a heater with thermostat and control. It can be used as a propagating tray, an external aquarium heating unit or as a water-bath incubator.

A domed plastic cover (YUD 250 510V, £21) is fitted on to the base. On top of this can be fitted the lighting unit (YUD 250 520 S, £25.75), containing two 20W fluorescent tubes, beneath a diffusing screen. The lighting unit can be used alone, supported by retort stands or form a display unit for specimens, slides and overhead projection transparencies.

Griffin and George also showed a new incubator (IWA-200-2, £90). This operates from 5°C above ambient to 100°C, and is attractively designed with a door that opens downwards to form a temporary shelf. The contents of the incubator can be observed through a window.

Philip Harris exhibited the Harris Colony counter (B75100/6, £108). This enables rapid and accurate counting of bacterial colonies on agar plates illuminated from below. A magnifying lens is available as an accessory to help counting. The unit incorporates a digital counter and probe unit.

Three fossil replica sets priced between £14-£16 were on display, each comprising 12 or 14 high quality replicas presented with an easily identifiable key illustration in the box lid.

A simple blood grouping kit from Philip Harris Biological (M 83010/7, £4) is sufficient for 25 students. This uses a card system and enables students to investigate human blood groups simply, quickly and effectively. Each kit contains, besides the test cards, sterile lancets and medical swabs, a pipette, mixing sticks and an instruction leaflet.

The same firm showed their new set of Human Biology overhead projection transparencies in full colour (OHTT, £80) complete in a storage box with a register board. Each tablet consists of a base frame and a number of overlays. The register board enables the overlays to be fitted correctly over the base sheet.

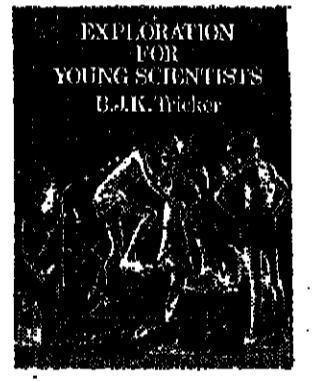
Another new item is the Jinnris Genetik (M 89100/5 at £12.50). This kit enables students to simulate the structure of DNA and RNA and to investigate the process of replication, transcription and protein synthesis.

Griffin and George have a useful range of safety goggles. The simplest is the Eye-shield (SAP-290E). These are made of polycarbonate, can be worn over spectacles and cost 79p. As they

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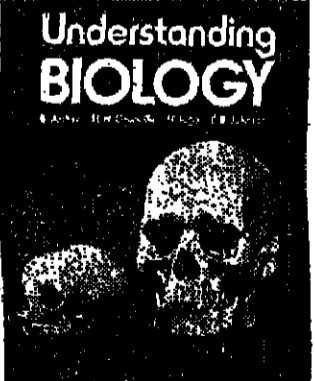
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Some of the architectural and engineering marvels of Britain's canals are shown in "Aspects of Inland Waterways", a collection of slides produced by the Slide Centre. It includes The Harecastle Tunnel near Kidsgrove in Staffordshire, which was built by Thomas Telford, and the Anderton Lift, an engineering feat of Edward Leader Williams.

A book about canal architecture which would be a useful accompaniment to the slides is published by The British Waterways Board, Lebury House, Melbury Terrace, London NW1 6JX. The slides can be ordered from the Slide Centre, Chatham Road, London SW11 8AL.

# Symbolism

by Paul Turton

Christianity Double frame colour filmstrip. Notes by C. Buckmaster. Educational Productions Ltd, Bradford Road, East Ardsley, Wakefield, Yorkshire.

The photographs in this filmstrip are of a very high quality. They include works of art inspired by the Christian religion. The strip attempts to give an overall picture of Christianity but the task is too great for the limited scope of the production.

Few teachers are likely to use the filmstrip straight with the commentary provided. Indeed, the groupings chosen seem to have been determined by the availability of pictures rather than by an educational purpose. The suggested follow-up work will need to be adapted.

While the filmstrip does not resolve the problems of making a concise statement about Christianity, it does offer some useful material. It is especially helpful in giving examples of Christian symbolism in art, architecture and ritual, such as illustrations from the Book of Kells and pictures of Coventry Cathedral. It might be best used as slides for greater flexibility.

# Versatile cards

by M. R. Evans

Brian Wildsmith's Language Development Cards. Published by Franklin Watts Ltd, 25 Albemarle Street, London W1A 4BN. 20 cards in full colour, each 100 x 12in. £4.95.

It is always pleasing to see a set of language development cards which are adaptable for almost any age group. For too often classroom material produced for the infant classes is unsuitable for remedial work with older children, but Brian Wildsmith has come up with a set of cards that appear to be universal in appeal.

Each card features a picture of a child or animal. The attractive illustrations combine realism with appealing cartoon quality. The picture has the name of the creature written below in bold type.

The teacher's notes give suggestions on preparing children for reading, and developing visual perception, vocabulary building, communication skills. The notes also notes on the development of reading and writing skills.

With young children the cards can be used for vocabulary building and language building. The children can be asked to identify each animal and the parts of the body. Top junior classes the cards can be used with mixed ability groups as a stimulus for creative writing.

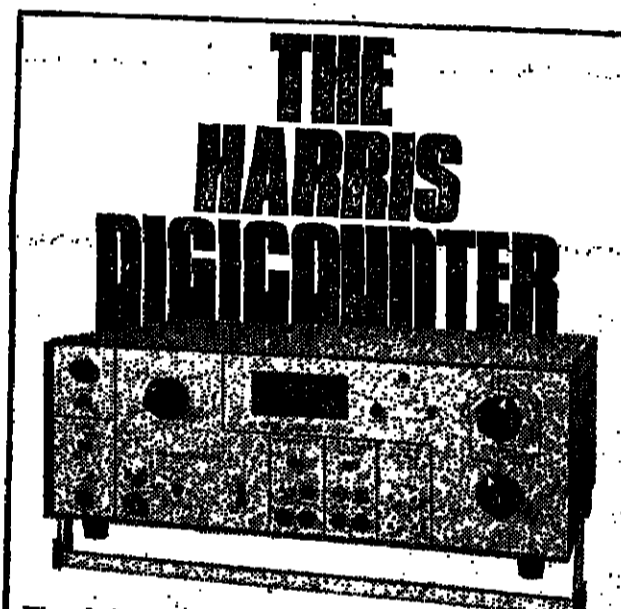
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Continued from previous page have hinged side-arms they are easily stored.

Still dealing with safety the same firm has substitutes for asbestos gauzes, bench mats and so on. The gauzes for use on tripod stands have a ceramic centre. Gauzes (GMX-310-010E), 125mm by 125mm, cost £2.60 for a pack of 10. The same size with stainless steel (GMX-340-010G) cost £2.25 for five.

Bench mats made of a reinforced calcium silicate matrix, 150mm square (HCR-400-010A), cost £1.00 for a pack of 10; 225mm square (HCR-400-020R) are £2.55 for 10, and 300mm square (HCR-400-050L) cost £2.65 for five. Ceramic paper (HCR-350-W) costs £2.25 for a sheet approximately 500mm by 1000mm and 1mm thick.

Griffin and George also have a new range of power packs, of which several have a locking device which enables voltages to be selected and fixed. Lockvoltage Power Supply (EKR-400-010R) can lock on to 2, 4, 6, 9, 12 or 14 volts ac or dc, and gives a maximum current of 4A. It costs £35.

Low Tension Variable Voltage Supply (EKR-680-010X) can supply ac or dc voltages up to a maximum of 25V(dc) or 22V(ac) under no load. At 10A it gives a maximum of 12V(dc) or 20V(ac). It costs £59, or £55 with a meter.

Moving up the price range, Griffin and George sell a Velocity of Height Apparatus (XFC-300 F) at £160. It really measures velocity of electromagnetic waves of frequency about 50MHz, measuring the speed rather than indirectly by measuring wavelength using phase differences. It is easy to set up although it needs an additional oscilloscope.

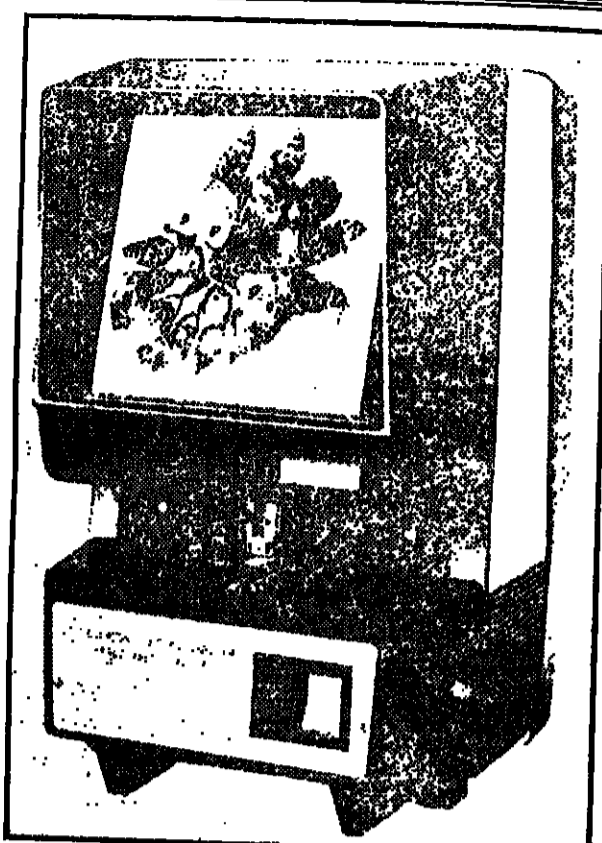
The Philip Harris Speed of Light apparatus (P42110/3) is more familiar and at £96.68 perhaps more acceptable. It was a rotating mirror and is rather more difficult to set up. This firm has also produced a nicely designed DC Electrometer Amplifier (P50930) at £54. This has an input resistance in excess of 1013 ohms and has the usual facilities for measuring ionization currents, electrostatic charges, etc. The output is into a 1mA meter.

Philip Harris have a good Mini Magnetic Sizer (C70100/5) which at £15.80 compares very favourably with others. A slightly larger version, the Standard Magnetic Sizer (C70060/8) sells at £24.64.

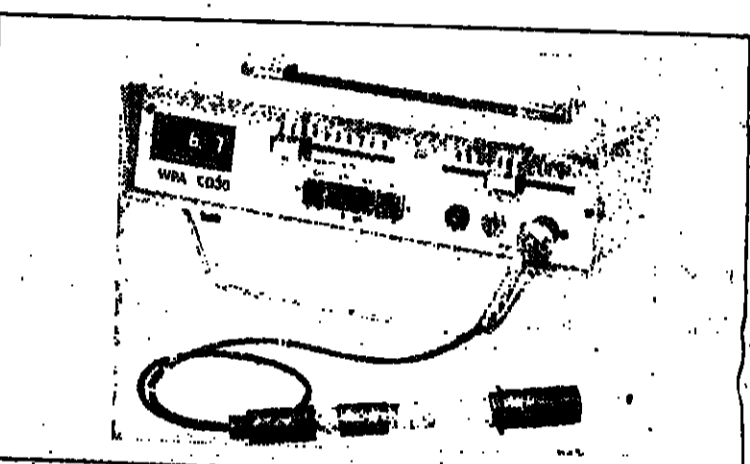
A range of magnetic or non-magnetic boards is available from Marker Boards Supplies Ltd. Sizes are up to 10 ft x 4 ft, and this size magnetic board costs £14.90. These boards can be written on with wet or dry marker pens, can be used as a screen for overhead projections, and with coloured purposes ranging from spelling to chemical equations.

From Walden Precision Apparatus (WPA) comes a well designed Digital pH meter (C230). This reads at £80 plus £11.50 for the electrode. However, it doubles as a voltmeter and can give readings from zero up to 9.999V in two ranges. There is a 10mV output for the upper end of the range. WPA have a Spectrophotometer (S102) at £195, which covers a range from 400-800nm.

Cambridge's range of interesting material is supported by an excellent catalogue. Although mainly intended for younger children there is much that secondary school pupils can use. The useful set of



Left: Optico Micro Viewer and Projector



Below: WPA Digital pH meter

Water Timers (8390) count for 1 minute, 1 minute and 2 minutes and cost £1.90 the set. I.E.M. is a simple microscope containing a large lens for general magnification and a supplementary small lens for greater magnification. It represents very good value at £4.20, or £18.95 for a set of 5.

The range of resource packs available from E. J. Arnold include an Air and Water Unit (£12.50), a Hot and Cold Unit (£14.50) and a Magnet Resource Pack (£12) containing apparatus and teachers' notes. This clear coloured pictures of what is available in each pack.

Ideas for Education exhibited large, coloured Vernier Callipers Scales (LX170), £4.80, and Micrometer an OHP. These are well designed and can make the teaching of the use of these instruments much easier.

Mention should be made of the Surplus Buying Agency Consortium. A range of simple electrical and mechanical components is available at very competitive prices. One can also obtain materials such as

Perspex sheets, Melinox sheet rubber tubing, Terry clips, etc. Griffin and George Ltd, 285 Eding Road, Alport, Womblesley, Middlesex.

Philip Harris Biological Ltd, Old mixon, Watton-super-Mare, Avon.

Philip Harris Ltd (Scientific Equipment), Lynn Lane, Shenstone, Staffs.

Marker Board Supplies Ltd, Rockfield Road, Hereford.

Wye Prior and Co Ltd, London Road, Bishop's Cleeve, Herefordshire.

Irwin-Desman Ltd, 294 Purley Way, Croydon.

Unilab Ltd, Shire Hill, Saffron Walden, Essex.

T. Gerrard and Co, Gerrard Road, Worthing Road, East Preston, West Sussex.

Ideas for Education Ltd, 87a Trade Road, Bradford-on-Avon, Wiltshire.

WPA Ltd, Shire Hill, Saffron Walden, Essex.

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E. J. Arnold & Son Ltd, Butterfield Street, Leeds LS10 1AX.

# Mixed ability at Bath

TIM ALBERT reports on a resource centre for technology and science teaching

It is an interesting and expanding resource for teachers nationally and locally, tucked away in one of those nondescript new buildings, which is the headquarters of the school of education at the University of Bath.

It specializes in technology, science and mixed ability teaching. Its title is instantly forgettable—Science, Technology, Mathematics Humanities Centre. "It is one of those things that just grew", says Professor Wilfrid Dowdeswell, head of the school of education. "Right from the beginning we have been involved in in-service training. But they were rather disparate then. . . . (What we have tried to do is to pull the whole lot together.)"

The centre started over three years ago (with the much more manageable title of Science Centre), on the appointment of Mr. Jack Whitehead, then a head of science in a London comprehensive with a master's degree in educational psychology.

Today part of his time is taken up with research into mixed ability science teaching, part with teaching responsibilities on the school of education's graduate training programme, and part with the centre, of which he is coordinator.

In its first year, the centre's activities included local lectures, a bulletin and a loan scheme for equipment such as oscilloscopes and epigraphs. Now, in its fourth year, its activities include an enlarged loan scheme, an enlarged lecture programme, two DES short courses and two Schools Council projects, plans to expand into mathematics and the humanities, and the publication of a 42-page booklet by Mr. Whitehead, "Improving Learning for 11 to 15 Year Olds in Mixed Ability Science Groups".

Staff at the School of Education

take part in the lecture programme. Next term this will include two pairs of lectures (one for children, one for their teachers) on aquarum fish and technology, one on "Routes to Phenol" and another on improving science mixed ability teaching.

This last lecture is also the final component in a DES short course, which the centre has been running since November (with the help of a grant). Starting with a weekend conference, this course now consists of regular small group workshops. Jack Whitehead says the emphasis is on the design and production of classroom resources.

"Routes to Phenol" and another on improving science mixed ability teaching.

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"Routes to Phenol" and another on improving science mixed ability teaching.

head was chairman for three years, and the Association for Science Education.

The workbooks are loaned for a fortnight, with another fortnight on application. So far, says Mr. Whitehead, nobody has gone over the time limit, which is just as well since they only have one copy of each project.

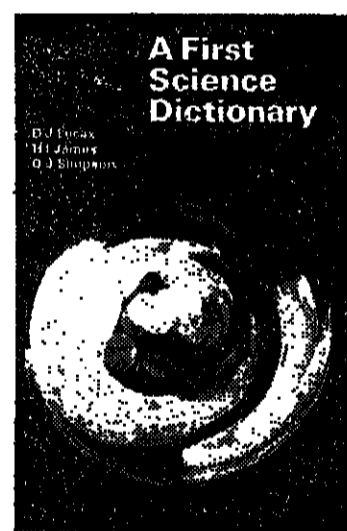
The centre also publishes a bulletin for local teachers, but Mr. Whitehead has misgivings about it. "The difficulty is that as a way of communicating with teachers it does not seem to get circulated round all the departments as far as it might. . . . one of the main problems today is the uncertainty within the academic context of the status of in-service provision. This affects the time that lecturers feel they can give to in-service work. The other is the difficulty of getting some sort of funds which would enable the centre to mount its own course almost independently. This would enable us to respond more quickly to local needs."

According to Professor Dowdeswell: "In principle the centre works quite well. But in practice it is subject to considerable restraint. There are obvious problems in a university at weekends. . . . the importance of what we are doing, particularly in this period of financial restraint, means that we should try to overcome this.

"The centre provides teachers with an opportunity to improve curricula, to attempt to solve particular teaching problems, such as how to teach 'technology'. It benefits us, of course, because it brings practising teachers in contact with our staff, which makes them aware of the problems in schools—which are constantly changing."



Illustration from materials prepared at the Bath Centre.



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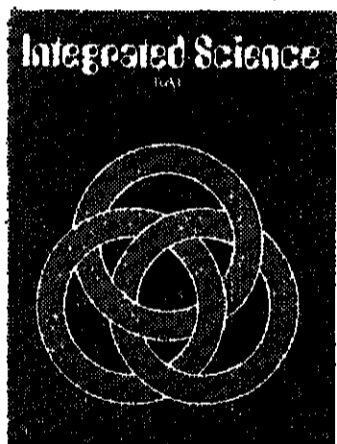
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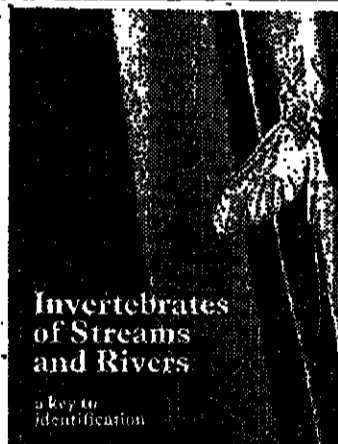
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# Taking the collection

Commissioned by Chelsea College Centre for Science Education

**JOHN WRAY and JOHN A. BARKER report on equipment for gathering and counting organisms**

When investigating any habitat one has to answer two questions: what organisms are present? What are their numbers and relative frequency? Some organisms must be collected and there are many ways of doing this. Also some simple and reliable means of counting the organisms must be devised.

Nets are a very convenient method of collection within large habitats, both terrestrial and aquatic. They can also be used to crudely assess numbers. Quantitative measurement in terrestrial and littoral habitats for organisms with little or no movement is made by counting them per unit area. A simple means of marking a known area and of sampling within that region is therefore needed. In this survey we have linked collection by net with two means of a more quantitative assessment—the area and point quadrat.

Collecting nets come in many shapes and sizes, basically of two types: those used for terrestrial organisms, mainly insects, and those for aquatic environments. Terrestrial nets, such as a sweep or butterfly type must be very light in weight. The net bag is supported on a rigid frame and held with a light, strong handle. For convenience the net frame and handle are often collapsible, as in the Griffin and George model, which has a light terylene net bag, collapsible aluminium frame and an aluminium handle which extends 2.4m.

Nets for use in water can also be divided into two categories. With the towed plankton type the net does not normally touch the bottom. This type is used in large areas of open water rather than the average-sized pond. Essential requirements are a stout rustless frame on to which the net can be secured, an easily detachable container to collect the organisms and a rot-resistant net of a suitable mesh and aperture.

Fine meshed plankton nets with 15 or more apertures a centimetre will only collect efficiently if towed at one or two miles an hour. For smaller areas of water, such as a pond, there are similar types of net with a collecting container which fit on to ordinary hand net frames. These can be obtained from a number of suppliers.

The design problems for the sweep water net are different. This is a fabric sieve on a rigid frame with a handle. As with towed nets the size of the aperture and mesh affects the range of organisms caught. While the commonest shape for the net frame is probably circular, better shapes are square or D-shaped opening. These are useful in mid-water as for sampling the bottom of a pond or stream, where a flat slide is essential.

Such nets must not rotate on their handles and it is valuable if the bags can be removed so that nets can be replaced or changed. Griffin and George nets are fastened by rust-resistant press studs on a reinforced band. Philip Harris's net bags are secured over the frame by plastic fasteners which are easy to use but have to be broken to remove



Heavy-duty net frame and quadrat frame in use. Both from Griffin & George.



the bag. Extra fasteners are provided. If collecting is done in mid water or on a muddy bottom there is little wear and tear on the net bag. However, bags wear rapidly if used on a rocky or a stony bottom. The original design of water nets produced by the Freshwater Biological Association included a protective metal rim. These could be used for very long periods without serious damage. Until recently such protective frames have not been easy to find. However, Griffin & George are about to introduce a redesigned frame which incorporates a protective rim. As the price of good quality net bags is now high such a design is one for which it is worth paying extra, if you are working in habitats where the net bands will be damaged.

Quadrat are devices used to sample and quantitatively assess organisms in their habitat. They are usually used for plant distribution but organisms may also be investigated. There are two types of quadrat. The area quadrat is usually a square frame with 1.0 or 0.5 metre sides. Small area quadrats made from clear plastic are also available.

Large frame quadrats are thrown randomly and a count made of the organisms. It is difficult to get a true random distribution by this means. Often, with students, there is a significant relationship between quadrat positioning and the distribution of obstacles such as cow pats and nettles. It is better to locate the quadrats at positions determined using random number tables and by reference to a numbered grid on a map of the area.

The distribution of the organism within the quadrat is then assessed by counting, by estimating relative abundance, or by using a "comb"—a horizontal piece of material with 30 long pins. This is moved through the frame parallel to two sides and at ten equally spaced positions. The organisms located where the pins meet the ground are recorded.

A point quadrat is similar to the "comb" described above. It has a movable frame from which long horizontal pins are supported vertically. To use the quadrat it is positioned over vegetation and the pins lowered. The organisms at the tip of the pins are then scored.

Griffin & George make a point quadrat of plastic coated metal with a central rod which can be firmly fixed into the ground. A horizontal rod, measuring approximately 500mm, can be pushed down this. Located at about 100mm apart are six downward directed rods, 95mm long with a rounded blunt end. The horizontal rod can be locked into position on the central rod with a knurled screw.

On the sample sent for review it was at first impossible to insert the central support rod through the

horizontal one as the hole was not big enough. In forcing the support through we removed some of the plastic coating, as we did in insuring the central rod in the ground several times. It is difficult to imagine the apparatus being of much use in practice. When using a point quadrat one is assessing the organism distribution at a point, and these blunt ends are between three and five millimetres across.

It is also important that the vertical movement of the point is finely controlled so that it is, for example, grass it is possible to identify accurately the species touched by the apparatus. Finally, with six "pins" percentage calculations are that much more tedious.

Griffin and George make a quadrat frame which can be converted into an insect sweeping tray. It is made of 6mm diameter metal rod, bent so that it forms a square of side just over 0.5m, with a handle at one corner. Two detachable bases called 0.50cm can be positioned at the right angles to each other with hooks and wings, so the frame can be subdivided into squares or rectangles of any size.

To convert the frame into an insect sweeping tray, the quadrat slides are drawn to the side of the frame and the locking nuts tightened or removed. This is fitted over the handle and stretched over the frame. This excellent dual-purpose equipment is supplied with a set of notes which explain the function of the apparatus and the use of quadrats, with a worked example. There is also a short list of references.

The same firm also produces a light folding quadrat frame, 0.25 metres square consisting of four white plastic coated steel rods which are easily bolted together. The rods can also be used singly, or joined together to measure short distances to the nearest 0.5 metre.

Philip Harris have recently introduced a design for a point quadrat Charles Stiles, of the Field Studies Council. It is a hollow tube, made of a tough grey plastic, about 600mm long and 37mm in diameter with end caps. Inside are three 50mm long, 9mm diameter metal legs. These fit into the end caps to form a tripod. The legs are pointed at one end and can be firmly fixed into the ground.

The sampling "pins" are also packed inside the tube are ten metal rods, around 250mm long by 3mm diameter. In use the frame is set horizontally. In use the frame is point rods are inserted along the tube, thus zero readings can be made at any one location. The tripod legs can be adapted to irregular or level ground and the quadrat is easy to carry. This is a well-designed and effective piece of equipment.

Philip Harris also sell a very heavy quadrat frame, which weighs 3.5 kg. It is made from four main lengths of angle metal which can be bolted together forming a square. Holes are drilled in the slides at 100mm intervals so that the frame can be subdivided. It is hoped that no one attempts the old technique of throwing it over the shoulder as dislocation is certain.

Osmirid Educational produce very simple plastic quadrat from which can be assembled from ruler sticks, held together by right angled pieces. The sticks are available in three lengths giving different sized frames. These offer excellent value for money. "Mini" quadrats are developed with the Nuffield Biology Project. They are marketed by several firms and are made from transparent plastic.

They are 100mm square and have an inscribed 10mm grid, with a central circle and a mill scale along one edge. They are used to sample small areas such as the holes of trees for lichens and algae. The circles it is possible to estimate the area of growth of microorganisms on the surface of cultures in Petri dishes.

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# Talking to gypsies

Stephen Thomas

"The children go to school, but they don't learn much—only laziness." "A lot of gypsies have never been to school—they are the most intelligent people. I'm not boasting!"

The speakers were two gypsies interviewed while picking potatoes by a group of fifth formers from Queen's School, Bushey. As part of an "Insight" social studies programme, the fifth formers had chosen to visit a social education project in Watford for one afternoon a week.

The group is taken to the centre each week so that the surroundings and the atmosphere should be as little like school as possible, and to encourage a community-based approach to any work which the group might undertake. The project's headquarters serves as a community centre for West Watford.

The idea of a study of the lives and problems of gypsies in the area arose from a chance remark. During some desultory talk about hobbies and interests Kevin mentioned boxing and, in particular, an incident at a local contest, as a result of which a travelling family had been banned from attending further matches, and the son prevented from boxing in public.

Kevin had boxed against the son and knew the family well. The subject area and the approach suddenly clicked into place, and the group rapidly decided on a tape/slide sequence illustrating gypsies' lives and problems, with a view to promoting better understanding, not only in the school but in the community.

It was perhaps ambitious, and the leaders had considerable reservations about the possibilities. They felt productive contact with the gypsies might be difficult if there were any suspicion of nosiness or condescension. In this area the gypsies were posing all kinds of problems to the local authorities, despite a willingness all round to do everything possible for them.

Many people were already concerned in their welfare—site wardens, playgroup leaders, local councillors and the social service department—who, understandably, would not welcome inexperienced outsiders whose motives and purposes were not particularly clear. Early contacts by the leaders with authority were frosty, to say the least. They only thawed when the success of the pupils in winning the gypsies' confidence became apparent, and when it was clear that the project would not contain anything in the nature of a judgment on either group.

The tape/slide sequence ranged over a series of "areas"—sites, being moved on, family life, education and work—interspersing comment from the gypsies with a brief commentary and explanation from field workers as to what they thought was going on.

Interviews with the gypsies were conducted by the pupils without the leaders, partly because they had struck up such a rapport with them, and partly because the leaders felt their presence might be a barrier, since they represented a form of authority to both parties. This worked well. The tapes brought back from these sessions were remarkably natural and easy, while covering the areas we had decided on.

The interviews with others in the field were done at the centre. Again, the natural way in which the pupils probed and questioned was impressive. Equally impressive was the willingness of the professional workers to allow their comments to be used, knowing that the tape would be played to their "clients" later.

The job of editing and arranging was long and tedious. The quality



A photograph from Janine Wiedel's illustrated book *Irish Tinkers*, published by Latimer New Dimensions.

# Skills or interests?

Carole Striker

I have recently finished researching progressive and formal teaching of poor readers. Progressive teaching methods were defined as "interest sessions"—lessons in which the children's interests were the focus, and reading and writing were integrated into interest work. The aim was to turn the children on to reading by the use of their interests and culture.

Formal teaching methods were defined as "skill sessions", so called because the focus was on the teaching of reading skills. The subject to be taught took precedence over the children's interests. Reading skills were taught by use of reading schemes, phonic work, spelling tests, and so on.

I studied 80 children although a complete set of results was available for only 70. The children were between 10 and 11 in their last year in primary school. They were nearly all from social classes III, manual, and below. They were retarded in reading by an average of two and a half years.

Ten experienced teachers on an in-service training course held sessions with the children. Each teacher worked with two groups of four children, holding interest sessions with one group and skill sessions with the other group. As each teacher used both methods, teacher quality was controlled for to some extent. The interest and skill groups were matched for such important factors as intelligence, social class and reading age.

Sessions for each group were held twice a week and lasted for about an hour. They went on for two terms, autumn and spring. The children were given reading tests before and after to assess their progress.

The children's intelligence was important in determining the success of the method. The children of above average intelligence fared equally well, whichever approach

classes did not differ significantly in behaviour on these scales. Average scores on the Inconsequence measure were 1.83 for the interest group (SE equals .43, N equals 35) and 1.89 for the skill group (SE equals .43, N equals 35).

However, the interest group showed significantly more over-reacting behaviour, and in particular a greater amount of inconsequential behaviour, than the skill group (a mean of 2.94, SE equals 0.69 for the interest group compared to a mean score of only 0.59, SE equals 0.19 for the skill group). The teachers complained that the children's interests were superficial. "Nigel had chosen football but had brought no information and appeared to have none. All the children in the group seem to be lacking in enthusiasm and not keen on their chosen subjects. The children were often piggy and easily distracted. They would not settle down and concentrate.

The teachers complained that the children's interests were superficial. "Nigel had chosen football but had brought no information and appeared to have none. All the children in the group seem to be lacking in enthusiasm and not keen on their chosen subjects. The children were often piggy and easily distracted. They would not settle down and concentrate.

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Carole Striker was formerly a research worker in the department of psychology, University of Keele.

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Village hut, near Yendi, Ghana. Photograph by Margaret Murray

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## SOMERSET GOES TO GHANA

In the first of two articles Olivia Maude describes the planning and preparation for this major expedition.

A hot Christmas, with perhaps yams and groundnut stew instead of turkey and plum pudding, had been the dream of 25 young people from towns and villages throughout Somerset for nearly a year. And this dream started to become reality when they boarded a plane for Accra, the capital of Ghana, on December 18.

It is hard, when looking back over lengthy preparations, to distinguish the transition from anticipation to actuality. But this in a sense reinforces the fact that preparation and anticipation for a venture of this kind (and and and consume perhaps more time, energy and imagination than the expedition itself.

The original plan that a group of young people aged 16 to 19 from Somerset should visit a Commonwealth country was first put forward by Bruce Long, Somerset Education Authority's physical education adviser, who has led many educational visits to Europe.

He combined his expertise with that of secondary school teacher and fellow group leader, Reg Gilbert, of Frome, whose name is associated, throughout the county with adventurous and highly successful school expeditions to remote parts of the world, notably Iceland and the Baltics.

In discussions with colleagues in the education department the expedition was born some twenty months ago. It was intended to break new ground; the main goal was that of learning as much as possible about life in another country. Unlike many school trips abroad, where the inter-group relationships tend to dominate, the emphasis in this was to be on relationships developing between the participants and people of the host country.

Ghana was first considered as a possibility following a tour of education schools by Ghanaian education officials on a training course in Britain. In addition, to share initial contacts, Ghana's comparative political stability and, as Commonwealth countries go, its relative proximity to Britain were also points in its favour.

The expedition was fortunate in being able to draw on two organisations to set up its programme in Ghana. The Ghana Head of State Award Scheme (equivalent to our Duke of Edinburgh's Award Scheme) agreed to arrange a short trekking expedition with young Ghanaians for group members.

And the British Association for the Experiment in International Living, in conjunction with the Ghana Experiment Association, offered to make arrangements for the young people to spend two weeks over Christmas with Ghanaian families, not as honoured guests, but as honorary sons and daughters.

The final ten days of the visit were to be spent in a remote part of rural South West Ghana on a work project organized by the Ghana Experiment Association in affiliation with the Ghanaian Ministry of Social Welfare. The work, the construction of a primary school, was to be done alongside young Ghanaian volunteers.

Another dimension was added to the programme when the BBC expressed interest, and it was decided that a film should be made under the direction of Brian Hawkins, presenting the whole experience through the eyes of the young people taking part.

In an attempt to recruit young people capable of exploring such an opportunity, proposals were circulated to schools and colleges and 80 people attended introductory weekends at the authority's Exmoor outdoor pursuit centre. Following these introductions, those who remained interested were interviewed with their parents and a group of 25 emerged (nine boys and 16 girls) who had in a sense by their perseverance and commitment selected themselves. (Several boys who were selected had to withdraw when they were refused leave of absence by their new employers or places at study.)

The interviewing of parents, far from being a formality, indicates the central role which they have all played in the expedition's development. From the outset it had been decided that in the present economic climate, the education authority would not give more than nominal financial support to such a venture.

The main characters, by with parents and their families, and it was agreed that of the total cost of £350 a person, £150 should be the responsibility of each individual, the remaining amount coming from school and home fund-raising committees were formed by the parents.

Some local industries gave generous support, including a local shoe company which provided members with boots. The Commonwealth



Pre-expedition work-out on the site of an old Mandi cottage.

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DEPUTY HEADSHIP  
Group 3  
Applications are invited from suitably qualified and experienced teachers, who are willing to accept a 4% London Area Allowance. Successful candidates will be invited to interview. Applications should be sent to the Headmaster, Monsieur Rishor, Devon. Closing date 28th January 1977.

**GLoucestershire**  
DEPUTY HEADSHIP  
Group 3  
Applications are invited from suitably qualified and experienced teachers, who are willing to accept a 4% London Area Allowance. Successful candidates will be invited to interview. Applications should be sent to the Headmaster, Gloucestershire Junior School, Gloucester. Closing date 28th January 1977.

**HAMPSHIRE**  
BLACKMOOR C.E. (AIDED) JUNIOR SCHOOL  
Blackmoor, Hants. (1000) (1000)  
Telephone: 227203  
DEPUTY HEADSHIP  
Group 3  
Applications are invited from suitably qualified and experienced teachers, who are willing to accept a 4% London Area Allowance. Successful candidates will be invited to interview. Applications should be sent to the Headmaster, Blackmoor C.E. (Aided) Junior School, Blackmoor, Hants. Closing date 28th January 1977.

**PRIMARY SCHOOL**

## DEPUTY HEADSHIPS

(Required for April, 1977)

**CHEERY LANE INFANT SCHOOL**  
(Group 4)  
Sipson Road, West Drayton, Middlesex  
Head Teacher, Mrs J. Williams

**LONGMEAD JUNIOR SCHOOL**  
(Group 5)  
Laurel Lane, West Drayton, Middlesex  
Head Teacher, Mr W. Hodgson

Applications are invited from suitably qualified and experienced teachers who have a thorough knowledge of and commitment to modern educational theory and practice.

The Longmead post is a re-advertisement, previous candidates need not re-apply, but will automatically be re-considered.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex, to whom they should be returned as soon as possible and not later than February 1, 1977.

**LONDON BOROUGH OF HILLINGDON**

75 per cent removal expenses and some assistance with accommodation in appropriate cases.

## Headships

**BARROW HILL (JM) SCHOOL**  
Bridgeman Street, N.W.8  
Vacant now. Roll: 85. Burnham Group 5, salary £5,184-£5,808 plus London Allowance. The Headship would be expected to have a strong interest in a school which is actively supported by the community.

Please send a self-addressed envelope for application form and further particulars to the Education Officer, 201, 210, County Hall, London SE1 7PB. Closing date for return of completed application forms 28 January 1977.

**HOLY TRINITY CE (JM AND I) SCHOOL**  
Upper Tulse Hill, London, S.W.2  
Headteacher required for Easter or September 1977. Group 5, salary £5,184-£5,808 plus £312 supplement, plus London Allowance. Modern building. Candidates should be committed Christians and preferably communicant members of the Church of England. Successful candidates will be invited to interview.

Application forms and further details may be obtained by forwarding a stamped addressed envelope to the Education Officer, 201, 210, County Hall, London SE1 7PB. Closing date 28 January 1977.

**ST. JULEN'S R.C. PRIMARY SCHOOL**  
North Road, Westchill-on-Sea (1000) (1000)  
Telephone: Southdown 43623  
DEPUTY HEADSHIP  
(1st Appointment)  
Vacant for Easter 1977. A suitably qualified and experienced teacher for this group of 40 children. Salary £11,000 per annum plus 4% London Area Allowance. Successful candidates will be invited to interview. Applications should be sent to the Headmaster, St. Julien's R.C. Primary School, North Road, Westchill-on-Sea, Kent. Closing date 28th January 1977.

**WARWICKSHIRE**  
ST. JAMES'S R.C. JUNIOR SCHOOL  
Stratford-upon-Avon (1000) (1000)  
Telephone: 227203  
DEPUTY HEADSHIP  
Group 3  
Applications are invited from suitably qualified and experienced teachers, who are willing to accept a 4% London Area Allowance. Successful candidates will be invited to interview. Applications should be sent to the Headmaster, St. James's R.C. Junior School, Stratford-upon-Avon. Closing date 28th January 1977.

**WILTSHIRE**  
HEAD TEACHERS  
Group 1, Number on roll 48  
Group 2, Number on roll 66  
The closing date for these two posts is February 2, 1977. Further details and application forms from the Director of Education, County Hall, Trowbridge, Wiltshire, to whom they should be returned as soon as possible and not later than January 23, 1977.

**EAST SUSSEX**  
DEPUTY HEADSHIP  
Group 3  
Applications are invited from suitably qualified and experienced teachers, who are willing to accept a 4% London Area Allowance. Successful candidates will be invited to interview. Applications should be sent to the Headmaster, East Sussex Junior School, Brighton. Closing date 28th January 1977.

**ESSEX**

**MILTON HALL COUNTY JUNIOR MIDDLE SCHOOL**  
Selly Oak, Westchill-on-Sea (1000) (1000)  
Telephone: Southdown 43623  
DEPUTY HEADSHIP  
Group 3  
Required for commencement of Summer Term 1977. A suitably qualified and experienced teacher to be responsible for the Infant Department. Successful candidates will be invited to interview. Applications should be sent to the Headmaster, Milton Hall County Junior Middle School, Selly Oak, Westchill-on-Sea. Closing date 28th January 1977.

**Primary Schools**

## HEADSHIPS

**SANDRINGHAM JUNIOR SCHOOL**  
Romford Road, London E12 8AF  
Roll: 285  
Required Easter 1977:

**HEADTEACHER**  
GROUP 5  
BURNHAM SCALES  
Plus LONDON ALLOWANCE £402  
Plus ANNUAL SUPPLEMENT £312  
Plus SOCIAL PRIORITY ALLOWANCE £201 or £276

**CUSTOM-HOUSE INFANT SCHOOL**  
Preston Road, London E16 3NA  
Roll: 180 plus 40 part-timers  
Required Easter 1977:

**HEADTEACHER**  
GROUP 3  
BURNHAM SCALES  
Plus LONDON ALLOWANCE £402  
Plus ANNUAL SUPPLEMENT £312  
Plus SOCIAL PRIORITY ALLOWANCE £201 or £276

Application forms may be obtained from the undersigned and should be returned by January 21st 1977.

J. S. WILKIE, M.A., Ph.D.,  
Director of Education,  
Education Office,  
Broadway,  
Stratford, E15 4BH.

**PRIMARY HEADSHIPS continued**

**KIRKLEES**  
SALFORD JUNIOR SCHOOL  
Salford, West Yorkshire (1000) (1000)  
Telephone: 227203  
DEPUTY HEADSHIP  
(1st Appointment)  
Vacant for Easter 1977. A suitably qualified and experienced teacher for this group of 40 children. Salary £11,000 per annum plus 4% London Area Allowance. Successful candidates will be invited to interview. Applications should be sent to the Headmaster, Salford Junior School, Salford, West Yorkshire. Closing date 28th January 1977.

**LEICESTERSHIRE**  
HEADSHIP  
ONBYDOR JUNIOR SCHOOL  
Northborough, near Leicester (1000) (1000)  
Telephone: 227203  
DEPUTY HEADSHIP  
Group 3  
Applications are invited from suitably qualified and experienced teachers, who are willing to accept a 4% London Area Allowance. Successful candidates will be invited to interview. Applications should be sent to the Headmaster, Onbydor Junior School, Northborough, near Leicester. Closing date 28th January 1977.

**LONDON**  
THE WINDHAM JUNIOR SCHOOL  
Windsor, Berkshire (1000) (1000)  
Telephone: 227203  
DEPUTY HEADSHIP  
Group 3  
Applications are invited from suitably qualified and experienced teachers, who are willing to accept a 4% London Area Allowance. Successful candidates will be invited to interview. Applications should be sent to the Headmaster, The Windham Junior School, Windsor, Berkshire. Closing date 28th January 1977.

**NORTH YORKSHIRE**  
HEADSHIP  
ONBYDOR JUNIOR SCHOOL  
Northborough, near Leicester (1000) (1000)  
Telephone: 227203  
DEPUTY HEADSHIP  
Group 3  
Applications are invited from suitably qualified and experienced teachers, who are willing to accept a 4% London Area Allowance. Successful candidates will be invited to interview. Applications should be sent to the Headmaster, Onbydor Junior School, Northborough, near Leicester. Closing date 28th January 1977.

## Senior Primary Posts

The London Borough of Redbridge is a pleasant residential area in North-East London with easy access to the West End and the Essex countryside. Help will be given in finding accommodation, with legal fees for house purchase, removal and relocation expenses where appropriate. Outer London Allowance payable.

Applications are invited from suitably qualified and experienced teachers for the following posts which will be vacant at Easter 1977:

**Headships**

Wanstead Church of England Primary School (Voluntary Aided)  
High Street, Wanstead, E.11  
No. on roll 239; Group 5  
(Applicants for this post should be communicant members of the Church of England)

St. Edele's Roman Catholic Primary School  
Canon Avenue, Chadwell Heath, Romford  
No. on roll 276; Group 5  
(Applicants should hold the Roman Catholic Teacher's Religious Certificate)

## Deputy Headships

Churchfields Junior School  
South Woodford, E.18  
No. on roll 580; Group 7

Barley Lane Junior School  
Huxley Drive, Chadwell Heath, Romford  
No. on roll 307; Group 5

Chadwell Primary School  
High Road, Chadwell Heath, Romford  
No. on roll 920; Group 6

Copples Primary School  
The Copples, Chadwell Heath, Romford  
No. on roll 403; Group 6

Manford Junior School  
Manford Way, Chigwell  
No. on roll 268; Group 5

Application forms and further particulars for any of these posts (please state those required) are available from and returnable to:

J. E. FORDHAM, B.A., Chief of Education Officer,  
London Borough of Redbridge Education Office, 255/259 High Road, Ilford, Essex IG1 1NN,  
by February 4th, 1977.

**Redbridge**  
London Borough



# A BOOTFUL OF BOOKS

F. W. Kellaway recommends guides to England and Wales

Among many benefits of a collection of topographical books are the ability to plan one's travels, to know what to look for when on them, and to enjoy in nostalgic retrospect the places visited.

Some recent publications encourage all three phases. As valuable and comprehensive a single-volume compendium on its subject as anything yet available is *The Architecture of Britain* (Batsford, £5.95), by Doreen Yarwood. Although a bit large to carry around, it is a splendid reference book and a mine of information. A brilliant text and more than 600 photographs and line drawings show the development of buildings of all kinds from Saxon times. There is hardly any part of the country that is not covered, and any journey could be enriched by its guidance and comment provided.

A fine way to see places and things is on foot. *Walking in England* (Hale, £4.50), by Roger A. Redfern, is indicative of good paths to traverse and places to reach. Some thirty routes are suggested, with reliable pointers to features to look for, and more detailed books to read. I have been over all the recommended ground in the south, and most of the rest. As good a tribute as any, then, is that Mr Redfern encourages one to hasten to remedy the omissions.

*The Devon and Somerset Blackdowns* (Hale, £3.95), by Ronald Webber, can be even more strongly extolled. It is reputed that the author was reluctant to publicize the area lest it became over-popular (and, it may be suspected, over-populated). As one who for many years escaped from metropolis to the quiet domain he so lovingly details, I can vouch for the efficiency of his interpretation. He generously takes in the valleys and foothills as well as the supreme ridge, so that he can include the splendid county town of Taunton, and the courses of rivers such as the Otter (and thus such pleasant places as Upottery and Ottery St Mary, with the latter's church so reminiscent of Exeter Cathedral). Mr Webber has captured the ethos of an upland (and may it remain so) territory in a totally charming book.

Darrell Bates covers some of the same ground, and all points west, in his *The Companion Guide to Devon and Cornwall* (Collins, £6.50). He is rarely caustic, though he does gun up Dudley Salterton as having "a distinctive air of pleasantly out-of-date gentility, one of the kindest climates in Britain and a hinterland of great interest and charm". He is perceptive of the difficulties of preserving some of the beauty spots such as Land's End, of the impact of mining throughout the counties,

and of the changes wrought by war damage in Plymouth.

The Companion Guides are completely reliable on scenery, architecture and antiquity. *North Wales* (Collins, £5.00), by Elizabeth Beazley and Peter Howell, is especially good, though it tends to be more critical than some. Thus, the church at Tywyn is "sadly unattractive, as is the stone-work which has been renewed by the hand of the traffic menace. The whole is, however, beautifully researched. (At Penrhyn Castle there is "a great bedstead of slate made for a visit by Queen Victoria" disappointingly, she junked it", the full name of Llanfair PG is exposed, and the Welsh struggles for independence are properly recorded.)

On the eastern coast, *Northumbria* (Collins, £6.95) gets the same treatment from Edward Grierson. From Alston to Berwick, or from Peel Fell to the villages and towns of the Tyne and Tees, he misses little. History, mores, and local knowledge abound.

All the Companion Guides fully measure the adjective; they are good companions, dealing with the familiar and the less well-known. Most are available, at even more modest prices, in limpback covers. Modest, too, are the charges for the Ward Lock series of Red Guides.

Representative of the new range is *Complete Dorset and Wiltshire* (£3.25), perambulating an area which has magnificent country of scenic and archaeological interest, a variety of seaside resorts (added to by local government reorganization which has transferred Bournemouth and district from Hampshire to Dorset), market towns such as Salisbury, industrialization at Swindon, and so on. The average traveller will find what he wants here.

More specialized interests (travelling, canoeing, potting, brass-banding) have their literature also. Typical is *Canals and Rivers of Britain* (Dent, £6.95), by Andrew Darwin. A plethora of photographs, and a highly readable text, give the geographical and historical setting of each waterway. Canals in fact predominate, but utilitarian and recreational functions are fully detailed.

Similarly, *The Spas of England* (Hale, £3.95), by P. J. N. Havins, is attractive and evocative. Notwithstanding their fashionable success in the eighteenth and nineteenth centuries, spas existed as watering places in medieval times, and the connexion of Bath and the Romans is well known. Mr Havins discusses the history, the health-giving claims, and the social life, not only of all the major towns, but also of many smaller spas. Thus, Harrogate, Matlock and Cheltenham, Malvern and Buxton, feature alongside Woodhall, Stoke Prior and (possibly surprisingly) Rotherham.

To switch across the border,

*Wales: A Study from the Air* (Heinemann Educational, £4), by Michael Williams, really does provide a bird's eye view. It principally is manifested in more than 70 aerial photographs which reveal details of geology, human and physical geography, and recreational facilities. A lucid text explains the significance of the various features, with structure and scenery dominating the rural sections, and industry and holiday-making the urban.

Finally, two first-rate souvenir maps of Britain (David and Charles, £2.25), edited by Crispin Gill, mark the fiftieth anniversary of the founding of the consistently admirable quarterly journal, *The Countryman*. A dozen extended essays show what the countryside is what it is, how the railways have come and gone, and each stage creating its own problems and utilitarian and recreational functions are fully detailed.

Full of wisdom and insight, reading such a superficial view might mislead, this is an essential reading for any traveller wishing to understand his country.

And, to supplement the reading scenes, *Beautiful Britain* (Batsford, 99p), by John Burke, has some 30 photographs, more than half in full colour, depicting buildings and scenery in the areas mentioned above. The collection is enough to make one start planning to travel all over again.

# ETNA, PALERMO, TRAPANI

Three views of Sicily by Leslie Gardiner

We thought we knew the wonders of Italy, but the supreme wonder had eluded us—the ascent of Etna. Compared with Etna, those other Mediterranean volcanoes are smacking slag-heaps and disintegrated quarries. The journey to Etna's summit (11,000ft) is "easy and commonplace", says the guide book. So it is, and that makes the arrival all the more impressive.

You start from Catania, the "Milan of the South", a heavily trafficked, rectilinear and gracefully baroque city. Its main street, Via Etnea, runs ruler-straight for several miles, a third of the way to the mountain, then starts to wind about. The last groves, bougainvillea and geraniums fall away, the oranges accompany you to 2,000ft. Oak and chestnut yield to pine and bracken, then to crumbling lifeless tufa.

At the Grande Albergo Etna (5,000ft) you can lunch elegantly for £3 a head and drink the date's Etna wines and copper-coloured *amaro*, grown in volcanic dust. At 6,300ft the still-excellent highway reaches the Splenza refuge, where you can change into special boots for the path to the summit in an hour. You turn to Catania via the Lemon Riviera, the sparkling coast. This is an organized excursion and costs about 10,000 lire (£7).

In summer also there is an early morning train to Etna to see the fires glowing, the sun rising and the marvellous panorama of Sicily, Calabria and the islands spreading in the dawn. (For excursion details, contact EPT Catania, address below.)

Relics of Catania to Palermo used to take a whole day. Now you do it in two hours on a splendid toll-free motorway, the autostrada di citrus fruits, over the orange plains and through the hot, lush interior. Near Etna it takes on the character of a roller-coaster circuit as it climbs to the highest provincial capital (inhabitants claim) in Europe. Then you reach the sea. The coastal run is all anti-climax, through industrial suburbs to the staid colonial capital of Arab and Norman, Angevin and Aragonese.

The best approach to Palermo is from the sea (big boats every night from Naples, £14 single, including cabin). The headlands roll back like curtains, the stage set of the city is revealed like a painted vision of Paradise—but Palermo in that respect resembles Istanbul; ashore she is all too earthy.

Relics of chivalry and Spanish Bourbon protocol survive in the serenity of citizens. "Pian piano, aller rifaccia", says the courtly telephone operator when you complain of a wrong number. "Calm down, and dial again", the Moorish flavour is everywhere—in wares of city lanes blocked by market stalls, behind ponderous cliffs of palaces and frothy avenues of palmetto; in the floridness of arabesque and mosaic, the golden extravagance of ceramic Bayeux tapestries, in Monreale cathedral, in the Norman Palace and the Palazzo Chapel, where every square centimetre of stone is kaleidoscopically dressed with dazzling colour; and in the tiny palm gardens attached to cloister and convent.

"The mountain costs a lot to maintain", the director says—he refers to the continual re-making of roads, flooded by the lava's temperamental outpourings. But 8,000 lire (about £5.50) for the whole trip—Catania to the summit and back—does not strike us as costly.

On summer Sundays you can prolong the Etna excursion by going round the mountain (120 miles) on the narrow-gauge train, calling at Bronte. If you like, in appropriately *Wuthering Heights* country, to see where the novelists' father took his name from. Castello Maniace stands close by, with a descendant of Lord Nelson still in residence, still calling himself Visconti Bentivegni and growing pistachio nuts, but not opening his house to the public.

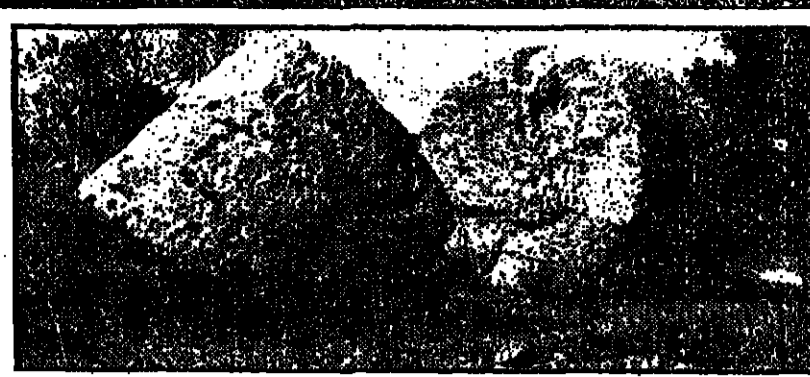
The train sets you down at Linguaglossa, on the north face of Etna, and Russian-built logs run you to the summit in an hour. You turn to Catania via the Lemon Riviera, the sparkling coast. This is an organized excursion and costs about 10,000 lire (£7).

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Crisis: Drums for the temple columns of Selinunte, abandoned on the road, about 480 BC.

there, when Italy raises the price of her petrol by 25 per cent, the service station men of Piazza Rivoluzione are the first to down tools. It is quite ripe. The pioneers' land grows more rugged, the scenery more captivating, the living simpler and cheaper. It is the country of *dopo domani*, where principal disasters from a torrential thunderstorm to a breakdown of the coffee machine are received with philosophical indifference by those who suffer and those whose job it is to put them right.

Round Partanna and Santa Ninfa the *teppanisti*, victims of the 1968 earthquake, have just come through their ninth winter in plasterboard huts. This land of decorative donkey-carts, of card players and idle spectators, of crumbling palaces and proudly peacocking aristocrats, is for the traveller rather than the tourist.

In and around Piazza Rivoluzione, however, you feel yourself in touch with Palermo's heart—a nexus of route centres of fruit vendors, fishermen and working people, historically the spot from which Sicily always rises in rebellion. Here it rose at the Vespers, again in 1848, again for Garibaldi, again in 1943—and the day we are

in the 1770s founded the Marsala wine trade on the local grape, which grows on a lush and shrivels in hot sun and sea air before it is quite ripe. The pioneers' busts—Woodhouse, Ingham, Vincenzo Florio along with the memorial tablets to distinguished visitors through the ages, from Garibaldi to Mussolini, are seen in the Florio museum-shrine. An interesting excursion—Monday to Thursday, from 11 am, ask for Doctor Cugnasco.

On Sicily's far western tip, with a prong into the sea, lies Trapani the provincial capital, "city of two seas", legendarily formed from the sickle which Ceres threw down in anguish, seeing Persephone vanish. Trapani's long straight streets, predominantly pedestrian, facilitate sightseeing.

The old harbour concentrates a view of life one associates with the back streets of Naples—noisy, grubby, good-humoured and full of domestic drama. From the broad waterfront white liners and car ferries depart nightly for Pantelleria and Tunis and the hydrofoils buzz tirelessly to the Egadi Islands, the sunny-fishing centres. (Sixteen hours a day in summer, 60p for a 20-minute trip.)

Trapani has salt flats and windmills, nice gardens and elaborate churches of no great interest. At Villa Margherita you can see open-air opera in July (usually Bellini continued on page 39)

# KEEPING UP TO DATE

Jack Ellis on holiday courses abroad for teachers of modern languages

More and better teachers are continually needed for modern languages. Admirable opportunities for keeping up to date in these subjects are provided by holiday courses in France, Germany, Italy and other countries.

An advantage in taking a short course abroad is the insight it gives into other educational traditions and teaching methods. Nothing is quite so useful as a few weeks spent in the country where another language is spoken, and particularly having other subjects taught in that language.

In France, for instance, the teaching of philosophy, and the practice of dealing with economic and social questions under the heading "civilisation" help to coordinate the study of other subjects, including that of the language itself. At the same time some aspects are dealt with in the most searching detail. This leads to a more lucid understanding of the language, just as ability at mental arithmetic—a typically British asset derived from coping with the former monetary system—helps in the understanding of numbers.

France has a wide variety of courses to choose from, many in the summer holiday period, although some can be found all round the year and they can be as short as a fortnight. Some courses are specially designed for teachers and can be near home as Boulogne, although Paris and the big university towns provide the best facilities and the most comfortable accommodation.

Having taken courses at various places, I have been particularly impressed by the International Centre of French Studies in Nice. The holiday course functions only in summer, but is so popular that bookings are taken soon after Christmas.

Standards cannot differ much among the university courses, but Nice has the advantage of a secretary general, Fernand Joyaux, of boundless enthusiasm, who helps to coordinate both formal and informal activities by arranging trips to the theatre, and leading outings of an educational nature, so that the time is usefully spent.

The modest charges are based on a week of 25 hours' instruction which is regarded as intensive, but keen students taking the advanced course can do more than this. Last summer the morning lectures on Monday to Friday, and the afternoon sessions, were extended from three hours to four. In addition there were sessions averaging two hours each afternoon, for those who had the courage of making a total of 30 hours a week.

As though this, in a holiday course, was not enough, some students asked for more, and more was promptly provided. This was an extension of the conversation

class, a recent innovation, which M. Joyaux and the director, Pierre Narulin, had not regarded as the most important part of the course. But the step from reading an article in a language to speaking it is such that many students, particularly the English, asked for extra classes.

An extra teacher was assigned, then a third, and the number of oral classes was gradually increased from one to three a week. It was interesting to notice that not only the English have a strongly marked accent when speaking French. The same applies to other nations. The Germans are probably the best, just as they often speak English well even when they have never visited this country.

The theatre and cinema always have a good innings. Of several M. Francis directed the most outstanding I have listened to, applied on the subject for two hours daily for a week, without even pausing for the customary five-minute break halfway. He discussed the influence of the cinema on human destiny from the beginning to the present day. Another favourite lecturer, Mme Thérèse Roméo, spoke for a week on the theatre of Jean Anouilh.

Translation classes are a valuable part of the course, and are provided in Italian, Spanish, German and English. Students of these nations have the option of attending the class whose language they know best.

Incidentally, last year's Japanese contingent had grown from the usual dozen to 30 to more than 50, and must have been the largest group without its own translation class. This dramatic increase reflects the growing importance of Japan internationally. A closed country until 1855, Japan is making up for lost time.

In English translation an immense amount of ground is covered in only four hours a week. David Bates, who has been teaching in France, who died in 1967, was a pioneer in this field. He wrote from such modern authors as well as formal textbooks to provide a variety of styles and various levels of difficulty.

He provided a range of alternative translations, with emphasis on progress of style, writing each one in the blackboard to avoid any misunderstanding. This was done at such speed as to avoid the usual complaint of translation classes. At a general class on the French language for students at all levels, the "blackboard" method was encouraged, and the participation of the group on an aspect of life in their home countries.

I spoke of my impressions of the British House of Commons while working as a journalist in the press gallery. Listeners from other countries were amused to hear of such a traditional custom, the MPs having to put on a top hat when raising a point of order during a division, or the Speaker's "of 'Lock the doors'" before votes are counted.

A talk about the Open University was given by a barrister's wife who was attending the course with a husband. Other speakers were from Spain, Germany, Colombia, the land and Korea. The last gave a fascinating explanation of the Korean alphabet, spoken in perfect French by a man who taught his subject in his own country.

Leisure activities include two or four excursions a week, by coach or on foot, many of them led by M. Joyaux, who thus takes the opportunity of teaching a little "French without tears". He also makes a daily list on a blackboard of entertainments in the neighbourhood that are worth attending.

Unlike Britain, teachers in France have no common-sense, so that some of them never meet. It was told that teaching standards are about the same as in English universities. They are certainly higher than in British public schools, and all the English people I spoke of during the course were of the amount of trouble taken with students whose stay was to be brief.

Students are free to change from the intermediate to the elementary or advanced level, according to need. Audio-visual courses are available at a slight extra charge. Accommodation for undergraduates in single rooms, those who board outside the university often use university restaurants where meals cost about £1.

Charges at Nice, which are a little cheaper than some centres, include meals on Sundays for £1.00 a week for 40 meals. More details about the course are available from the Centre, 117 Rue de la République, 06000, or for the list of all courses organised by universities, from the Embassy address in your own country. Department 22, Wilton, London, SW1.

Holiday courses in Italian are held in various parts of Italy, although for many include board. The list can be had from the Italian Institute, 35 Brompton Square, London, SW1. Other courses in German are held in Germany and Austria. Brochures can be supplied by the German Academic Exchange Service, 11, Arlington Street, London SW1, or by the Austrian Institute, Rusland Square, London SW7.



Monreale, Palermo: The Piccola Fontana in the cathedral cloisters.



Now in Ghana, two members of the expedition on the Mendip weekend.

longer facing those boys and girls will be to ask: "How much of what we are really represents ourselves, and how much merely represents the social environment to which we belong?"

Excursions have also participated in many spirit is cold but invigorating autumn day on a remote spot in the Mendips having buckets and wilding novels on an archaeological site work for which they were sponsored in aid of the expedition funds.

The culmination in the preparation for all the participants and their families, superbly organized by some of the mothers. It was a fitting sharing together and celebration after a year of work and a tremendous send-off for those young people whose real hard work was only just beginning.

We hope that a second article on the expedition's experiences in Ghana will appear in the Travel Extra on February 28.

Discussions have been held about the expedition's experiences in Ghana since they left. One of the main

## Look in on Iceland. Get out of the rut.

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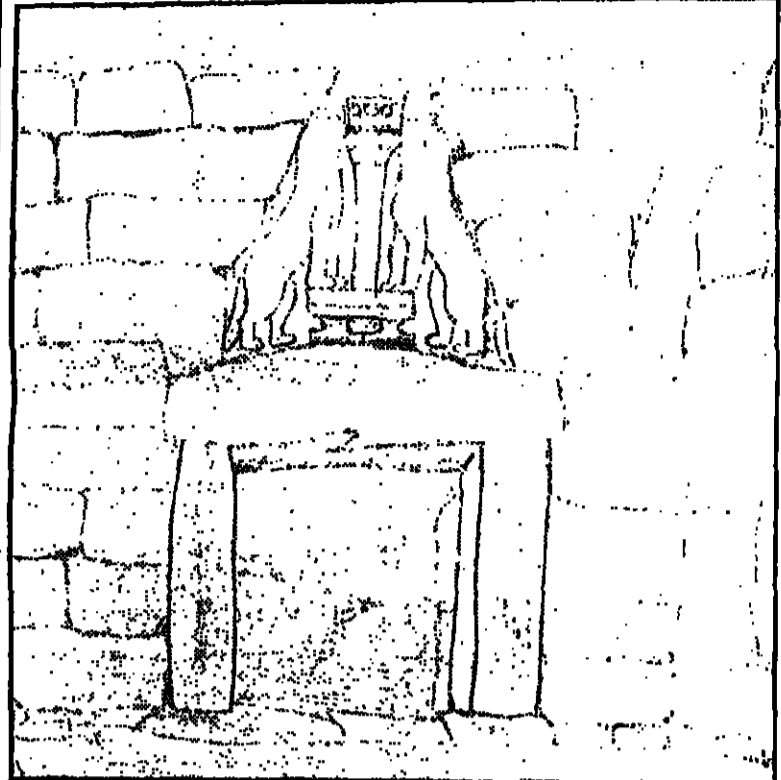
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## THE OLD GODS

Some of the ancient shrines and sites within reach of Athens. By Owen Surridge



The Lion Gate, Mycenae, drawn by Julia Surridge.

For classicists struggling against the tide of indifference a project that included a trip to the sites of antiquity could be something of a life-saver—for themselves and the ancients.

The old gods seem distinctly less improbable in Greece, for example, where towns of the old civilization are strewn liberally about the countryside and the people are still steeped in its legends. It is not surprising, so rich is the store there that a visit could easily be counter-productive and enthusiasm must be curbed. It is better to break off here and there to glimpse the point of cultural indigestion. If pupils are to get the most out of a visit they need time to savour the present as well as the past, but for souvenirs they can try the Athens antique market at Pandrosou or Heston and the junk market nearby.

In planning an itinerary, avoid the temptation to pack in overmuch and pick only a few choice sites, preferably those where there really is something of substance to be seen. Include a visit to the classic Greek drama at one of the ancient theatres still in use.

This article offers an introduction to some of the ancient shrines and other sites, all of which are within reasonable striking distance of Athens.

Wherever possible break the party into small groups. They will take a more personal interest in the projects and they are less likely to excite the authorities. Large school parties can generate a Greece can be very hot in summer and vastly over-crowded with tourists, so try to avoid August. Traveling to and from Greece can also be interesting for the adventurous. Most people choose to fly but, assuming I had the time, my choice would be the trans-continental express.

The train takes longer and may be marginally less comfortable, but it is no more tedious than the air and it gives a much greater sense of having travelled. It also offers many more intimate glimpses of half Europe en route and allows breaks for closer inspection at places like Paris, Cologne, Salzburg and Prague. Moreover, it is cheaper.

There are two services from London, both on scheduled daily services, the Direct Orient Express from Victoria Station (until May) and a service from Liverpool Street or Athens Express at Munich or the Hellas Express at Cologne.

Costs in Greece are best kept down by using the simplest hotels. These are more likely to offer honest Greek food, (no point in going to Greece to eat roast beef and two veg). Alternatively there are youth hostels (cooper with the YHA) and a number of YMCA or YWCA hostels. The courageous will note that Greece is an excellent camping country.

Entrance to the sites of antiquity is not usually free, but school groups can obtain a 50 per cent rebate by applying to the General Directorate of Antiquities and Restorations in Athens. It is useful to note, however, that entry to state museums is free on Sundays and Tuesdays for groups of no more than five people not accompanied by an official guide.

For full information about any site or other details write to the National Tourist Organization of Greece at 195-7 Regent Street, London W1. Ask, in particular, for their booklet *General Information about Greece*, a succinct and useful guide, and the complementary map booklet showing the whole country. Don't hesitate, either, to ask for a small stock of leaflets to help you to sell the idea to pupils and their parents.

For your own and others' benefit, try to learn a little modern Greek; the language of the ancients, you'll find, is as little help there as English.

**Poseidon:** Cape Sounion: About five miles out of Athens and well worth a visit. Walks and roof have gone leaving austere stucco pillars as witnesses to a dead authority. Decorated with a plaque to Herakles who was one of many vandals to desecrate the shrine with scratched initials.

Good place to watch a Grecian sunset, preferably from below so that the temples seem etched against stained glass. Some remnants commemorating Athens nearby and, beyond, the rock front which Aegeus made his premature leap at sight of Theseus's black sails returning from the Minotaur's maze.

**Apollo:** Delphi: Extraordinarily rich site, excavated and partially restored by French archaeologists who moved the old village of Delphi to get at it. The sanctuary's sacred spring still bubbles here, but the birds circling above, allegedly the eagles of Zeus, are more likely to be vultures. See the stadium where games were once held and don't omit either the fine bronze of a victorious charioteer, now in the museum, or the theatre.

Careful planning essential here if cultural indigestion is to be avoided; the alternative is bemused schedules held in a museum, not forgetting the museum itself. The Delphic priests laid the first chariot ways round here, for example; with them came traffic in the museum, now the revolted road to Thebes; a fine chariot of Sophocles in *Oedipus Rex*.

**Zeus:** Olympia: Earthquakes four ago shook the temple to pieces, leaving about 20 broken columns and a profusion of drum-shaped stones. Now a gentle pastoral scene is stowed away in a museum across the hill. They show, among other things, Pelops's chariot race, the fight between Lapiths and centaurs. The gold and ivory statue of Zeus has long since gone, but Praxiteles' Hermes may still be seen. Two columns of a temple to Hera still remain.

The old chariot race track there and the starting lines of Olympian runners. The games were held in honour of Zeus and a sacred flame was kept burning in his presence. A bull's skin once held above it, its tail and crackling providing much of the oracle's genuineness. Asclepius: Epidaurion: Only dedication stones mark the site of the world's first hospital, home of the god of medicine, and his snake and snakes. Models in the museum show how the site supported originally, which helps with identification. Ancient theatre here: most famous in Greece and still in use during summer for stage classic drama. Should not be missed, however, tenuous the pupils' grasp of the language; the old playwright knew how to make themselves understood.

**Athens:** Athens: No advantage of evidence of classical times here. Take your pick. Not every guide book will have noticed the mud of chariot wheels worn into the stone of the entrance to the Acropolis, however. Make sure your pupils do; they give the place a more human touch.

**Thebes:** Rarring a few particles wall the old place has vanished. Sparta: No identifiable remains. Mycenae: Agamemnon's citadel still hemmed in by cyclopean walls that look almost as if they were part of the mountain. Admitted by the Lion Gate; just inside to the left look for a small gate of no obvious purpose. This is the helmet for the city watch by the guards above roving on a sense of smell for warning of would-be intruders.

Outside the gate was a semi-dark dole into which they hurled flaming torches, but I looked up with a spear point in my hand. A tower of a medieval castle's killing ramp. Local people regret loss of the pill market taken from here to market in Athens but no shortage of people willing to tell the city and they still bear names like Laertes, Menelaos, and Hela.

When in doubt, we seek the aid of EPT (Ente Provinciale per il Turismo) at Largo Paisiello in Catania; Piazza Castelnuovo in Palermo and Corso Italia in Trapani—they supply useful booklets, maps and information about accommodation. English or French is usually spoken.

Travelling: trains, boats and buses are cheaper in Sicily than in most parts of Europe, but you really need a car—expensive to hire on the spot. British Airways have brought Sicily a good deal nearer home with their Saturday evening flights to and from Catania non-stop (summer only)—and if two people pay the scheduled fare the airline provides a self-drive car free for seven days. Three people, ten days and so on. This is warmly recommended to all who want to be independent, and to make the most of their time in Sicily. Petrol is now £1.50 a gallon, but distances are not tremendous.

For the Etna excursions, contact EPT Catania or SITAS, Piazza Vittorio Emanuele 45, Nicolosi (near Catania, on the way to the mountain).

The best and most up-to-date guide book on Sicily is the Blue Guide, 1975 edition, published by Ernest Benn at £2.25.

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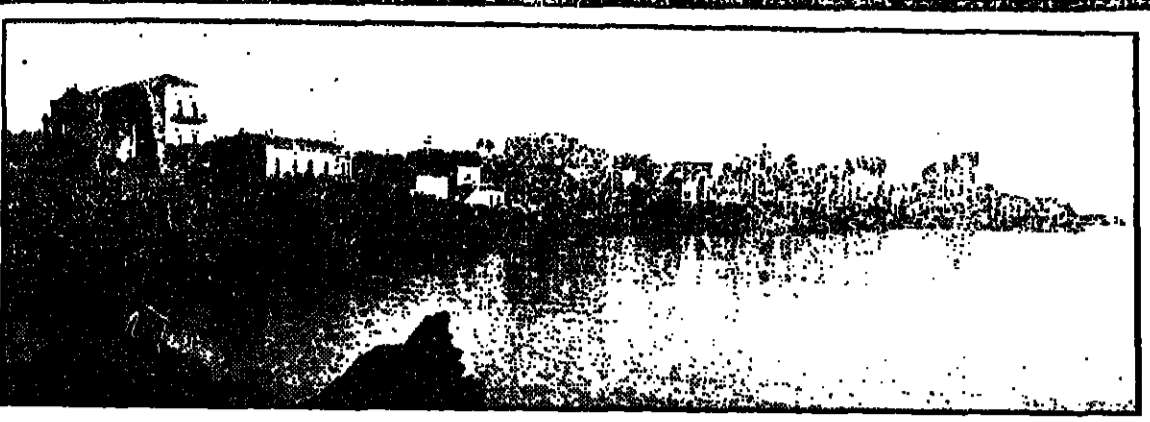
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Catania: The landing place of Ulysses.

continued from page 35

and Donizetti, the *bel canto* favourites). The exciting spectacle is the exhibition of Mysteries, 20 painted olive-wood tableaux weighing half a ton apiece, carried by teams from their respective trade guilds on Good Fridays in a slow swaying procession which lasts 24 hours.

Above Trapani the ancient citadel of Erice is poised on a 3,000ft bluff—a cool, clean little town with a Centre of Scientific Culture which attracts foreign students who give the cobbled lanes an agreeably peaceful, academic air. This town is supposed to have the best-looking girls in Sicily—a spin-off, perhaps, from the Concorso di Bellezza which is held annually in August, at which modern Venuses receive replicas of the famous marble Venus (Venus Erycina) found under Erice's Roman pavement.

The province's unique attraction is Selinunte, a group of wonderfully restored temples on a remote headland. We allowed a full day for the visit: the myth and stormy history of an important Magna Graecia outpost could not be assimilated in minutes and the views were unforgettable. And we dared not leave without seeing Cusa, 10 miles away, where the massive tem-

ple drums of stone were quarried—some with preliminary cutting marks on them, some half excavated, one or two lying abandoned on the 2,500-year-old trackway to the acropolis. Dragon-flies, swallows and lizards haunted the ruins, bright green acanthus and wild celery (*selino*, origin of the place-name) mimicked the foliage of the capitals.

Segesta, half an hour away, a lonely Doric temple on a hillside, used to be an equally evocative and photogenic site. But now the motorway sweeps by, some planning genius has chosen the spot for an interchange, the touring coaches labour up and down the slip roads and railway wagons clank at the nearby junction; and the spirit of Segesta seems to have fled.

In first-class hotels in Palermo and Catania we pay £12 to £16 a head for bed and breakfast, and at least £3 a head for meals. In the west, £5 to £7 a night buys reasonably restored temples on a remote headland. We allowed a full day for the visit: the myth and stormy history of an important Magna Graecia outpost could not be assimilated in minutes and the views were unforgettable. And we dared not leave without seeing Cusa, 10 miles away, where the massive tem-

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continued from page 37

At the time of his birth the Flemish city was known throughout the world for its printing. This was due to Christopher Plantin, a man who had started out as a book-binder. An arm injury, inflicted by drunkards as he crossed the Meir one night, made him turn to printing instead.

By the 1560s his presses were turning out 50 different publications a year, an incredible output for the time. He then went on to become Philip of Spain's printer and produced masses of religious books, including the colossal *Biblia Polyglotta*—the Bible in five languages.

His house and printing factory in Vrijdijkmarkt has now been turned into the Plantin-Moretus Museum and vividly depicts the development of printing techniques. There are showcases of ornate manuscripts written and decorated with painstaking dedication, alongside the first examples of printing, itself a laborious process in those days.

Nineteen thousand ships a year come into Antwerp and the overall impression is one of bustling activity. Cranes swing to and fro loading cars or containers, while tanker lorries hurry in and out of vast refineries, for much of the trade centres round petro-chemicals.

Often there is an unpleasantly strong smell, as well as considerable heat from the chimney flares.

By arrangement it is possible to visit several of the diamond works to see the cutting and polishing process. The showroom at P. N. Ferenberg is open every morning and afternoon with a row of craftsmen hard at work to demonstrate their skill.

There is also a permanent diamond exhibition in Jezuïtstraat with replicas of some of the British Crown jewels and examples of jewelry dating back to Rubens's time. At weekends demonstrations of cutting and polishing are given here, too.

Antwerp's modern port on the River Scheldt is becoming increasingly important, particularly as a container centre, and is now the fourth largest in the world, 22 old piers; one of them is regularly demonstrated. Intriguing, too, are all the tools, punches and moulds in the foundry; about 20,000 matrices and 5,000 punches have been kept.

Another small room depicts a seventeenth-century shop, complete with bills and a list of the school books of the time. Prices were fixed by the municipality; Rubens's book illustrations go on show there in May.

One undoubted snag about the city is that schoolchildren on a restricted budget will be hard-pressed to find inexpensive items to buy as souvenirs. Mouthwatering chocolates are one speciality, but from confectioners like Leonidas in the Meir, where the selection is vast, they cost anything from 25 francs for 100 gms.

Luce is sold in abundance in the many small shops around the Cathedral Square so handkerchiefs are another possibility—or there are beautiful lace-trimmed dolls in traditional costume from around 100 francs.

Then there are hundreds of old metal type-faces still set in page blocks, as well as no fewer than 22 old presses; one of them is regularly demonstrated. Intriguing, too, are all the tools, punches and moulds in the foundry; about 20,000 matrices and 5,000 punches have been kept.

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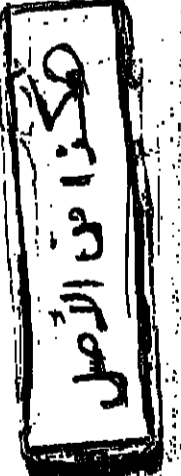
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Headship of Secondary School, Gloucestershire Education Department...

GLoucestershire

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GLoucestershire

Headship of Secondary School, Gloucestershire Education Department...

Headship

Wardle High School (Group 10), Metropolitan Borough of Rochdale...

Applications are invited from suitably qualified and experienced teachers...

DEPUTY HEAD

St Ignatius College (Lower School), Enfield Road, Enfield, Middlesex...

Applications are invited from practising Roman Catholics...

SHROPSHIRE

Madeley Court Comprehensive School, Telford, Shropshire...

Applications are invited from practising Roman Catholics...













SPECIAL EDUCATION Scale 2 Posts continued

CHRYSDON (London Borough of) Scale 1 Posts continued

HARROW EDUCATION COMMITTEE (London Borough of) Scale 1 Posts continued

HILLINGDON (London Borough of) Scale 1 Posts continued

SANDWELL (Metropolitan Borough of) Scale 1 Posts continued

WATFORD (Metropolitan Borough of) Scale 1 Posts continued

WATFORD (Metropolitan Borough of) Scale 1 Posts continued

WATFORD (Metropolitan Borough of) Scale 1 Posts continued

WATFORD (Metropolitan Borough of) Scale 1 Posts continued

WATFORD (Metropolitan Borough of) Scale 1 Posts continued

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WATFORD (Metropolitan Borough of) Scale 1 Posts continued

HAMPSHIRE SOUTH-EAST AREA HAVANT AND PARK JUNIOR E.S.N. (M) SCHOOL

HAMPSHIRE HILTON SCHOOL

HAMPSHIRE HILTON SCHOOL

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HAMPSHIRE HILTON SCHOOL

Coventry Alice Stevens School ESN(M) Experienced Craft Teacher

Coventry Royal National Institute for the Blind Education Advisory Service

Coventry City of Salford EDUCATION DEPARTMENT SPECIAL SCHOOLS APPOINTMENTS

Coventry City of Salford EDUCATION DEPARTMENT SCALE 1 POSTS

SPECIAL EDUCATION Scale 1 Posts continued

SPECIAL EDUCATION Scale 1 Posts continued

SPECIAL EDUCATION Scale 1 Posts continued

SPECIAL EDUCATION Scale 1 Posts continued

SPECIAL EDUCATION Scale 1 Posts continued

SPECIAL EDUCATION Scale 1 Posts continued

SPECIAL EDUCATION Scale 1 Posts continued

SPECIAL EDUCATION Scale 1 Posts continued

Metropolitan Borough of Rochdale KNOWL VIEW (all age) Group 4S

County of Cleveland DEPUTY HEAD TEACHER (Group 4S)

County of Cleveland DEPUTY HEADS SENIOR MASTERS/MISTRESSES

County of Cleveland REMEDIAL POSTS

Vertical text on the left margin: كذا في الأصل

Coventry Cherrie Garden ESN(S) School, Macks Road, S.E.16

Coventry Harborough School for Autistic Children, Elthorne Road, N.18

Coventry Headships

Coventry NEWHAM (London Borough of) Scale 1 Posts continued

Coventry NORTH TYNSIDE (Metropolitan Borough of) Scale 1 Posts continued

Coventry NORTH TYNSIDE (Metropolitan Borough of) Scale 1 Posts continued

Coventry Alice Stevens School ESN(M) Experienced Craft Teacher

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ST DENIS SCHOOL - EDINBURGH

Appointment of PRINCIPAL January 1978

The Governors invite applications for the post of Principal as Mrs Nancy E. Law, the Headmistress, wishes to retire in December, 1977.

St Denis is a long-established, independent girls' school. The roll, 470, covers the age-range 5 to 18 years; there are approximately 150 boarders; there is also a nursery department.

Details of the post are available from Messrs Strathern & Blair, W.S. Secretaries to the Board of Governors, 12 South Clerk Street, Edinburgh EH2 4AY, to whom application should be made by February 28, 1977, with curriculum vitae and names of three referees.

KINGSTON GRAMMAR SCHOOL

560 boys—Direct Grant proceeding to Independence

Following the appointment of Mr J. A. Brown, M.A. as Headmaster of Watlington School, applications are invited for the appointment of

HEAD

to take up post not later than Spring Term, 1978.

Salary equivalent to Burnham Scale 12 plus Outer London Allowance.

The present Headmaster is a member of the Headmasters' Conference.

Details and application form from: The Clerk to the Governors, Kingston Grammar School, Kingston upon Thames, Surrey, KT2 6PY.

HOWELL'S SCHOOL, LLANDAFF

(Direct Grant reverting to Independence)

HEADSHIP

The Board of Governors invite applications for the post of Head of Howell's School, Llandaff, which will become vacant during 1977 following the retirement of the present Headmistress, who will remain in office until the successful candidate takes up the post on either 1st September, 1977, or 1st January, 1978. The salary offered is the maximum of Group 9 (at present £7,905) with a substantial emolument for the supervision of the boarding side of the school.

The school is generously endowed. It has a three-form entry from age 21 and there is a total of 550 pupils, including 120 in the sixth form. There are about 100 boarders, living in four houses, under the care of non-teaching Housemistresses. Accommodation with full board is available for the 11-14 in the main building (without deduction from salary).

Further particulars regarding the school and the method of application for the post should be obtained from the Clerk to the Governors, Howell's School, Llandaff, Cardiff, CFS 2YD, to whom applications should send applications not later than 28 February, 1977.

LOUGHBOROUGH HIGH SCHOOL

Direct Grant Grammar School for Girls Loughborough, LE11 2DU

Applications are invited for the post of

HEAD

which will become vacant on 31st December, 1977. Applicants should be Honorary Graduates of a British University, with teaching experience.

Loughborough High School is a Direct Grant School which is becoming independent, with 600 girls in the Upper School, including 45-Weekly Boarders.

Further details may be obtained from the Clerk to the Governors, Loughborough Endowed Schools, 8 Burton Walk, Loughborough, Leics. (Tel. (052) 0509, 44421)

INDEPENDENT continued

English

Heads of Department

Classification

Art and Design

Heads of Department

BIRMINGHAM

EDMUNSTON HIGH SCHOOL FOR GIRLS

Head of English to teach to A-level and to regulate the work of the Headmistress. A suitable responsibility allowance will be offered. Applications to the Headmistress, Edmundston High School, 111, High Street, Birmingham B15 2JG.

GLOUCESTERSHIRE

CHELTENHAM LADIES' COLLEGE

Head of English to teach to A-level and to regulate the work of the Headmistress. A suitable responsibility allowance will be offered. Applications to the Headmistress, Cheltenham Ladies' College, Cheltenham, Glos. GL50 2JG.

Other Assistants

WARWICKSHIRE

THE ROYAL SCHOOL, LEAMINGTON SPA

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Art and Design

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BUCKINGHAMSHIRE

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Art and Design

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**London Borough of Redbridge**

**Professional Assistant**

Salary SO1/2/PO1, £4,836-£5,847, including London Weighting and Supplement.

Applications for appointment are invited from good honours graduates with teaching experience. The post provides an excellent opportunity for a young teacher to enter educational administration.

Fringe benefits include assistance with removal and resettlement expenses, casual user car allowance and local authority housing facilities.

Further details and application forms are obtainable from John Fordham, Chief Education Officer, Education Office, 255-259 High Road, Ilford, Essex, IG1 1NN, to whom completed forms should be returned by 26th January, 1977.

**HERTFORDSHIRE COUNTY COUNCIL**

**ASSISTANT EDUCATION OFFICER SPECIAL EDUCATION**

Salary scale £7,161 to £9,256 (Inclusive)

A vacancy exists for an Assistant Education Officer with responsibility for special education throughout the County. Applicants should be graduates of a British university who have had good teaching experience and should preferably have held responsible posts in education administration.

Fringe benefits include assistance with removal and resettlement expenses, casual user car allowance and local authority housing facilities.

Further details and application forms are obtainable from John Fordham, Chief Education Officer, Education Office, 255-259 High Road, Ilford, Essex, IG1 1NN, to whom completed forms should be returned by 26th January, 1977.

**COLLEGE OF TECHNOLOGY CALABAR, NIGERIA**

Applications are invited for the posts of:

**COLLEGE BURSAR**  
**COLLEGE LIBRARIAN**

The Bursar, who must be a qualified accountant, will be responsible to the Principal for the administration of college finances.

The Librarian, who should possess a degree and professional qualification, will be responsible for the administration and development of library facilities. For both posts, previous experience in an institution of Higher Education is necessary. Appointments can be made on a 2 year contract basis.

Salary, including contract addition and terminal gratuity, in the range £9,970-£11,000.

Fringe benefits include housing, car allowance, passage, bleatmeal home leave and leave allowances.

Further details and application form by letter or telephone from:

Kenfort Associates,  
16 Warren Road, Guildford, Surrey,  
Telephone: Guildford (0483) 68977

**Cambridgeshire County Council**

Applications are invited for the following posts:

**Deputy Area Education Officer**  
for the Cambridge Area

which includes the Cities of Cambridge and Ely and the Surrounding Countrywide. Area administration presents an exciting challenge and the post offers excellent experience. The successful candidate will be expected to undertake a wide range of professional and management duties in connection with the day to day running of the Education Service.

Salary Scale PO1 (6-10) (£5,406-£8,051) plus £312 supplement.

**Assistant Education Officer (Further Education) (HQ)**

This post becomes vacant on 1st January 1977 following the promotion of the present post-holder. Duties include responsibility to Senior Education Officer (FE) for professional aspects of administration of Further and Higher Education and Awards.

Salary Scale PO2 (2-6) £6,057-£8,729 plus £312 supplement.

Candidates for either post should be graduates, have good teaching experience and, preferably, relevant administrative experience.

Further details obtainable from Chief Education Officer, Shire Hall, Cambridge CB3 0AP (quoting names and addresses of two referees) to whom letters of application should be sent not later than 31st January 1977.

**OVERSEAS Appointments continued**

**AFRICA**

**DAKAR**

Applications are invited for the following posts:

**Deputy Area Education Officer**  
for the Dakar Area

which includes the Cities of Dakar and Ely and the Surrounding Countrywide. Area administration presents an exciting challenge and the post offers excellent experience. The successful candidate will be expected to undertake a wide range of professional and management duties in connection with the day to day running of the Education Service.

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**LOCAL GOVERNMENT TRAINING BOARD**

**ASSISTANT EXAMINATIONS OFFICER**

Applications are invited for this new post which will be concerned with the development, revision and introduction of the examinations which the Board administers.

Candidates should have experience in the multi-tutor system associated with examinations and in the application of computing techniques to the processing of examination data.

The post will involve the successful applicant in committee work associated with these examinations, and in the preparation of any revisions to examination arrangements.

The post is based at the Board's offices in Luton, and will be subject to local government conditions of service and superannuation. Salary will be within the scale (£5,406-£8,057) plus £312. Application forms, returnable by 31st January, together with further particulars may be obtained from the Personnel Assistant, Local Government Training Board, 8 The Arndale Centre, Luton LU1 2TB.

**EDUCATION DEPARTMENT**

**PRINCIPAL ADMINISTRATIVE OFFICER**

PO1(B), £5,691 pa to £6,342 pa, including London Weighting, plus £312 pa supplement.

Responsible to the Assistant Director of Education (General Services and Finance) for all supporting administrative services general advice on procedure, financial planning and control, general supervision and collation of estimates, staff training requirements, committee reports, special projects and analyses.

This post is the most senior in the administrative support structure of an important and demanding service. It calls for wide experience (gained preferably in an Education Department) together with tact and discretion of a high order.

Fringe benefits, in appropriate cases, may include 75 per cent removal expenses, legal fees incurred in house purchase up to a maximum of £400 and lodging allowance.

A paid 26-hour week is worked over a nine-day fortnight or 4/4-1 day week with flexible starting and finishing times.

Application forms and further details available from the Personnel Officer, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 3TR. Telephone: Uxbridge 32821, extension 28, quoting reference E/26/1328.

**LONDON BOROUGH OF HILLINGDON**

Closing date: February 4, 1977.

**ilea INNER LONDON EDUCATION AUTHORITY**

**Staff Inspector for Non-Vocational Further Education**

required to inspect and advise on the development of adult education in the Authority's aided and maintained non-vocational education establishments, to be responsible for advice on educational aspects of the work of the Youth Service, and to coordinate inspectorate activity within this field.

Applicants should have an appropriate academic qualification and substantial relevant teaching and organisational experience.

Salary range: £8,974 - £10,927 (inclusive of London Weighting) with possible progress to £10,969.

Details and application forms from the Education Officer (EO/Estab 2A/1), Addington Street Annex, The County Hall, London SE1 7PB.

Forms to be returned by 26 January 1977.

**MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY**

**SECONDARY SCHOOLS**

**APRIL 1977**

(British Families Education Service)

Applications are invited from qualified Secondary teachers, who are at present teaching in schools in the United Kingdom, for vacancies in Service Children's Schools in the Federal Republic of Germany for April 1977.

**QUEENS SCHOOL—RHEINDAHLEN** Scale 1  
Business Studies to include Typewriting, Commerce and Shortland (Pittman's 2000). Knowledge of City and Girls Foundation Certificate course would be an advantage.

**WINDSOR BOYS SCHOOL—HAMM** Scale 1  
Graduate to teach French to 'A' level with some subsidiary German. Boarding duties essential.

**KINGS SCHOOL—GUTERSLOH** Scale 1  
Teacher for Sociology to 'O' and 'A' level with Social Modern Studies and Civics in years 4 and 5.

Two Scale 1 Linguists to teach both French and German, able to teach both subjects to CSE level—preferably French to 'O' and 'A' level.

Scale 1 Teacher of Physics to 'O' level. Experience of Combined Science and Technology to City and Girls an advantage.

Salary is in accordance with current British scales plus £312 supplement and London Allowance of £482 pa as a Superannuation. National rights are recognised. Foreign Service Allowance. A tax free allowance is payable. Accommodation is provided free.

Duration of Engagement. Initial engagement is for three years all applicants should normally be employed in the United Kingdom. Teachers who are normally employed in the service of the Crown abroad after the age of 20, and thereafter, the period up to under 47 years at the termination of the engagement.

Requests for application forms and further information should be made on a postcard or by telephone to:

Service Children's Education Authority  
(B) RW3141  
Teacher Appointments Section,  
IAE Court Road, Eltham  
LONDON SE8 5NR  
Tel: 01-859 2112, Ext. 29 or 245

**ilea INNER LONDON EDUCATION AUTHORITY**

**INSPECTOR OF PRIMARY EDUCATION (District Rank)**

Salary Range: £8,680-£9,526 (inclusive of London Weighting) with possible progress to £10,546

The Inspector of Primary Education (District Rank) will have delegated responsibility for the Staff Inspector for certain aspects of the work of the primary team and will in addition advise on the needs of primary schools in one division. All members of the primary team have a general responsibility for advising on the development of primary education in the LEA area as a whole.

Candidates should have substantial experience of teaching in primary schools and appropriate qualifications.

Details and application forms from the Education Officer (EO/Estab 2A/1), Addington Street Annex, The County Hall, London SE1 7PB. Forms to be returned by February 1, 1977.

**ST. HELENS Metropolitan Borough of EDUCATION DEPARTMENT**

**CAREERS SERVICE**

**Senior Careers Officer**

Grade: A1/2  
£5,345 to £5,995 per annum plus £312 supplement.

Applicants should preferably have obtained a postgraduate course of professional training in Vocational Guidance and hold appropriate qualifications in Vocational Guidance or Diploma in Vocational Guidance or Diploma in Vocational Guidance or Diploma in Vocational Guidance.

The duties attached to the post will be obtained from the Director of Personnel and Central Services, County Office, Lincoln, in which they should be returned by 20 January, 1977.

Application forms and further particulars are available from the Director of Personnel and Central Services, County Office, Lincoln, in which they should be returned by 20 January, 1977.

**Information THE COUNCIL FOR EDUCATIONAL TECHNOLOGY**

is looking for an **Information Assistant**

to be responsible for operating a newly set up information system. A combination of enthusiasm, application to detail, and tact will be needed to get the system going. Some experience of library/information work would be useful. An ability to grasp abstract concepts and apply them to practical situations is essential.

Starting salary £3,802 p.a.

Closing date for applications, 1 February, 1977.

For full details please write to Jill Coates, Information Officer, Council for Educational Technology, 3 Devonshire Street, London W1N 2BA.

**CET**

**The British Council**

invites applications for the following posts:

**Head of English (Yemen)**  
National Institute of Public Administration, Taiz  
To administer the English Department and to teach English language up to Cambridge Proficiency level to adult Yemeni students.  
Candidates must only be graduates with five years' TEFL experience; TEFL qualification desirable.  
Salary: £4,389-£5,409 pa, tax free.  
Benefits: overseas and children's allowances; free furnished accommodation. Two-year contract, renewable.  
76 AO 59

**Lecturers in English (Egypt)**  
Mohareem Bey Technical School, Alexandria  
Degree in English or Modern Languages and TEFL/Apollid Linguistics qualification.  
Five years' experience including teacher training and secondary/technical work in ESP.  
Salary: in excess of candidate's current UK emoluments.  
Benefits: free furnished accommodation; overseas and children's allowances.  
Three-year contracts with the Ministry of Overseas Development.  
76 AS 118-119

**Lecturer in English (Zambia)**  
UN Institute for Namibia, Lusaka  
To teach English to approximately FCE level; set and apply proficiency tests; develop ESP courses and materials; organize and run an English Language Laboratory.  
Degree, postgraduate qualification in TEFL/TESL and at least three years' overseas experience preferably teaching adults and including some ESP.  
Salary: £4,589-£5,618 pa.  
Benefits: overseas and children's allowances; free accommodation. Two-year contract.  
76 HO 152

**English Language Teaching Assistants (Soviet Union)**  
For universities and institutes of higher education  
A degree with PGCE and relevant experience. ELT qualification and knowledge of Russian desirable.  
Salary: 225 roubles per month (present rate of exchange £1 equals 123 roubles), tax free, non-convertible. Sterling subsidy of £1,800 paid in Britain.  
Benefits: subsidised accommodation; employer's portion of superannuation. Contract for one academic year (10 months).  
77 SU L10

**Senior Teacher/Teacher of English (Iran)**  
Iran-British Ship Management Co, Abadan  
Tenable from March/April, 1977.  
Senior Teacher or Teacher required to prepare ESP materials and/or teach general/technical English up to FCE level to naval cadets and ratings.  
Degree or teacher's certificate and three years' relevant experience essential.  
Postgraduate TEFL qualification essential for Senior Teachers desirable for Teacher. Experience of materials preparation and ESP desirable.  
Salary: Senior Teacher: £4,589-£5,618 pa.  
Teacher: £3,732-£4,374 pa.  
Benefits: Abadan Allowance; free furnished accommodation; employer's portion of UK superannuation. Two and a half year contract with the British Council.  
77 HO 22

**Teacher of English (Chile)**  
Chilean-British Institute, Santiago  
Single graduate with TEFL qualification, aged 25-35.  
Salary: £3,732 pa.  
Benefits: free furnished flat; medical scheme. Two-year contract, renewable.  
75 UO 153

Return fares are paid. Local contracts are guaranteed by the British Council.  
Please write, briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65, Davies Street, London W1Y 2AA.

**SCEA**

Education

**Area Education Officer**  
Gedling Area  
£8,057-£8,729 plus £312 supplement

This vacancy arises following the appointment of the present holder to a more senior post in the Department.

The Area Office, based at Bronnhill House, 53 Main Road, Gedling, Nottingham, services the day-to-day needs of 49 Primary, 3 Special and 7 Comprehensive Schools as well as a College of Further Education. There are nearly 19,000 children of school age.

Duties include the servicing of Managing Committees; the allocation and appointment of teaching staff to schools; work in connection with the major and minor building programmes; a variety of other duties generally associated with the educational establishments; supervision of the Area Administration and Liaison with the Departmental Headquarters.

Candidates should be graduates of a British University, have had teaching experience and preferably administrative experience with a Local Education Authority.

Generous assistance will be given with the expenses incurred in moving house in accordance with the Authority's scheme.

Terms and Conditions of Appointment and application forms can be obtained from the Director of Education (ref. ADM/4), County Hall, West Bridgford, Nottingham. Closing date 28 January 1977. Please quote ref. 026419.

**Nottinghamshire County Council**  
County Hall West Bridgford  
Nottingham NG2 7EP

**Birmingham Youth Treatment Centre**

**DIRECTOR**

This new Centre, situated at Erdington, will provide long-term care, education and treatment for some of the most severely disturbed boys and girls—aged from about 12 upwards—in the care of local authorities. It will combine some of the treatment possibilities of a school, a community home and a hospital, and will have a multi-disciplinary staff of qualified teachers, residential social workers, nurses and occupational therapists working together in house teams. The Centre will also have the support and advice of psychologists and a consultant psychiatrist.

Candidates must have experience in the fields of education, social work, psychology and psychiatry and in particular experience of caring for adolescents in a residential setting. A professional qualification and a sound theoretical knowledge of research and development in the child care and social work fields will be advantageous.

Starting salary will be between £8030 and £8650 (according to qualifications and experience) plus pay supplement where applicable. There is a pension scheme and rented accommodation will be available.

For further details and an application form (to be returned by 3 February 1977) write to: Civil Service Commission, Alencon Link, Basinstoke, Hants, RG21 1J9, or telephone Basinstoke (0256) 88581 (evening service operates outside office hours). Please quote ref. G/8451/3

The Director will be responsible for the overall administration of the Centre, and development of care, education and treatment programmes, and the direction and support of the staff groups.

**Department of Health and Social Security**

**GLoucestershire EDUCATION COMMITTEES**

**AREA SENIOR ORGANIZER**

Southbury Salary Scale (points) £5,151 to £6,250 plus £312 per annum supplement

From 1st April, 1977. Applicants should have a minimum of 5 years' experience in Vocational Guidance or Diploma in Vocational Guidance or Diploma in Vocational Guidance. Experience in Vocational Guidance or Diploma in Vocational Guidance or Diploma in Vocational Guidance.

For details and application forms, contact the Director of Education, County Office, Gloucester, GL1 1JY. Closing date: 28th January, 1977.

**NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES**

**National Monitoring of School Performance**

The NFER has been commissioned by the DES to undertake the monitoring of performance in Language and Mathematics at both primary and secondary level in schools in England and Wales. This work will be carried out in close association with the DES Assessment of Performance Unit. The work of the project teams is due to commence in April, 1977. Applications are invited for the following posts:

**1. Mathematics Monitoring Team**  
**Principal Research Officer (project leader)**  
**Research Officer**  
**Assistant Research Officer Grade 2 (2 posts)**

Applicants for the two senior posts should be professionally qualified in mathematics, with evaluation and/or test construction experience in this field. Applicants for the two AR2 posts, one of which will be shared with the Language Monitoring Team, should hold a first degree in mathematics.

**2. Language Monitoring Team**  
**Senior Research Officer**  
**Research Officer**  
**Assistant Research Officer Grade 2**

Applicants for the senior posts should be professionally qualified in English, preferably with additional qualification in Linguistics and should have evaluation and/or test construction experience in the field of language assessment. Applicants for the AR2 posts should hold a first degree in one of the social sciences. The Principal Research Officer, Senior Research Officer and Assistant Research Officer posts will be offered for five years in the first instance, the Research Officer posts for three years and the Assistant Research Officer Grade 2 posts for two years. All posts will be based in Slough, but applicants must be willing to travel throughout England and Wales. Please apply to Mrs. P. P. Harris, Personnel Officer, for Application Forms, Further Particulars and salary scales. National Foundation for Educational Research in England and Wales, The Mans, Upton Park, Slough SL1 2DQ. (Telephone Slough 28161). CLOSING DATE FOR RETURN OF COMPLETED APPLICATION FORMS: 31st JANUARY.



# HONGKONG POLYTECHNIC

The Hong Kong Polytechnic came into being on 1st August 1972 as an autonomous institution controlled by its own Board of Governors and financed by the Hong Kong Government through the University and Polytechnic Grants Committee. From a total of 1,700 full-time equivalent students in 1972, it has developed to accommodate 8,400 full-time equivalent students in 1976/77 and by 1978, the student target will be 7,800.

Applications are invited for lecturing posts in the following Departments (tenable from 1st September 1977).

## Applied Science

Principal Lecturer/Senior Lecturer/Lecturer in Chemical Technology.

## Building & Surveying

Senior Lecturer/Lecturer in Building Technology (MIOB required).  
Senior Lecturer/Lecturer in Building Services (MIIHV or equivalent required). (Readvertisement).  
Lecturer in Land Surveying (ARICS preferred). (Finalists with satisfactory experience will be considered).

## Business & Management Studies

Principal Lecturer in Law.  
Senior Lecturer in Law, Transport Studies and Marketing.

## Civil & Structural Engineering

Principal Lecturer in Structural Analysis and Design.  
Senior Lecturer in Civil Engineering Construction / Concrete Technology / Traffic Engineering/Highway Engineering.

## Computing Science

Senior Lecturer/Lecturers in Systems Analysis, Data Processing, Programming, Systems Programming, Management Information Systems, Graphics, Computer Assisted Instruction and the application of Computers in other disciplines being taught at the Polytechnic. (Readvertisement).  
(Applicants with experience in offering computer courses to the general public would be particularly welcome).

## Design

Senior Lecturer/Lecturer in Garment Design. (Readvertisement).  
Senior Lecturer/Lecturer in General Design Studies and in General Product Design.

## Electrical Engineering

Senior Lecturer/Lecturer in Heavy Electrical Engineering. (Experience in circuit theory, control or measurements and instrumentation required).

## Electronic Engineering

Principal Lecturer/Senior Lecturer in Basic Electronic Engineering, Control and Instrumentation, Computer Engineering, Integrated Circuit Application and Fabrication.

## Languages

Principal Lecturers/Senior Lecturers in English Language teaching to Commercial and Technical students.

## Textile Industries

Principal Lecturer in Knitting Technology. (Readvertisement)

## General Qualifications for Appointment

### Principal Lecturer

- (a) a degree or professional qualifications; and
- (b) an advanced specialist qualification or extensive experience in a specialised field; and
- (c) substantial teaching and industrial/commercial experience; and
- (d) proven administrative ability.

### Senior Lecturer

- (a) a degree or professional qualifications, plus preferably an advanced specialist qualification; and
- (b) at least five years professional experience; and
- (c) substantial teaching and/or industrial/commercial experience (about 3 additional years); and
- (d) proven administrative ability.

### Lecturer

- (a) a degree or professional qualifications of at least a Higher Technician qualification in the appropriate field of study; and
- (b) at least five years professional or industrial/commercial experience or at least three years teaching experience or a suitable combination of professional and teaching experience.

### Salary Scales

Principal Lecturer  
HK\$85,500 x 5 increments, \$105,800 p.a.  
Lecturer/Senior Lecturer  
HK\$38,040 by 11 increments, \$68,940 p.a.  
Senior Lecturer  
HK\$69,420 by 8 increments, \$93,540 p.a.  
(Note: 31.12.76 HK\$7.95 = £1).

For the Lecturer/Senior Lecturer grade, commencing salary will depend on qualifications and experience.

### Conditions of Service

Appointment will be on a 2-year gratuity bearing contract initially. Thereafter suitable appointments may be offered further contracts or superannuation terms of service at the discretion of the Polytechnic.  
Benefits include passages, long leave, quarters, medical and dental benefits, education allowances and a terminal gratuity equal to 25 per cent of basic salary received over entire contract period.  
Applicants should send their Curriculum Vitae and Bio-data immediately to Mr. R. Neale, Associate Director, Hong Kong Polytechnic, c/o Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries), 35-37 Grosvenor Gardens, London, SW1W 0BS.

Interviews conducted by a team from Hong Kong Polytechnic will be held at TETOC in January/February.

## ADMINISTRATION continued

### General

**BERKSHIRE**  
The governing Body of DOWN HOUSE SCHOOL have decided on internal reorganisation of the school with effect from 1st September 1977. The school will be divided into two sections: a primary school (ages 5 to 11) and a secondary school (ages 12 to 15, from September 1977).  
Applications will be invited for the following appointments:  
Principal (Primary School) (Closing date 14.10.77)  
Principal (Secondary School) (Closing date 14.10.77)  
Applications should be submitted to the Headmaster, Down House School, 14, 15, from September 1977.

**PLATOON AND PROMOTIONS OFFICER**  
Are you a TRAINER?  
Job involves a change or a job in a new area. You will be responsible for the training of new recruits. You will be responsible for the training of new recruits. You will be responsible for the training of new recruits.

**NATIONAL TRAINING OFFICER FOR REFEREES**  
The Football Association invites applications for the post of National Training Officer for Referees. The post is a full-time position and involves the training and development of referees for the game of football. The post holder will be responsible for the training and development of referees for the game of football.

**ROYAL GRAMMAR SCHOOL, GUILDFORD**  
The School becomes independent of the Diocese of Winchester on 1st September 1977. The school is seeking an appropriately qualified person to take over the day-to-day running of the school. The school is seeking an appropriately qualified person to take over the day-to-day running of the school.

## Educational Psychologists

**NEWCASTLE upon Tyne**  
The Education Authority is seeking applications for the post of Educational Psychologist. The post holder will be responsible for the assessment and diagnosis of educational difficulties.

**GLoucestershire**  
The Education Authority is seeking applications for the post of Educational Psychologist. The post holder will be responsible for the assessment and diagnosis of educational difficulties.

**Wiltshire**  
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## EXAMINERS continued

### Examiners

#### LONDON UNIVERSITY OF EDUCATION

**GENERAL EXAMINATIONS**  
Applications are invited for the following appointments:  
Examiner in English (Closing date 14.10.77)  
Examiner in Mathematics (Closing date 14.10.77)  
Examiner in Science (Closing date 14.10.77)

**METROPOLITAN BOROUGH OF SOLIHULL**  
Applications are invited for the following appointments:  
Examiner in English (Closing date 14.10.77)  
Examiner in Mathematics (Closing date 14.10.77)  
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Applications are invited for the following appointments:  
Examiner in English (Closing date 14.10.77)  
Examiner in Mathematics (Closing date 14.10.77)  
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## EXAMINERS continued

### Examiners

**LONDON UNIVERSITY OF EDUCATION**  
Applications are invited for the following appointments:  
Examiner in English (Closing date 14.10.77)  
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## Metropolitan Borough of Solihull

# Educational Psychologist

Salary Scale: £4,212-£6,972

Required in the School Psychological and Child Guidance Service which is developing a strong preventative and advisory role both in schools and the community.

Candidates should possess an Honours Degree in Psychology (or equivalent) and at least 2 years' teaching experience and post-graduate training.

Essential user car allowance and loan facilities. 100 per cent household removal expenses. Grant of up to £300 towards home purchase and sale expenses. Council housing may be available.

Application forms, etc. (please quote ref. TES 973), from Town Clerk, P.O. Box 38, Council House, Solihull, West Midlands. (Tel. 021-705 6789, Ext. 241), Closing date 31st January, 1977.

## WILTSHIRE COUNTY COUNCIL

# EDUCATIONAL PSYCHOLOGIST

(Thamesdown)

SALARY: £3,800-26,860 plus £312 supplement

Qualified, experienced educational psychologist with teaching experience required to join Swindon based team.

- ★ flexible starting salary.
- ★ up to £500 removal expenses.
- ★ lodging allowance up to £10 per week for six months.
- ★ developing service offering considerable challenge with rural and urban schools.

Job specification and forms from Mrs. S. D. Williams, Education Department, County Hall, Trowbridge, BA14 5JB, quoting reference NA76.401. Closing date 31st January 1977.

# DO YOU LIKE CHILDREN?

## THE ROYAL CALEDONIAN SCHOOLS

a voluntary organisation concerned with the needs of Scottish Children are looking for a person or persons interested in coping with the day-to-day supervision of a group of girls within the age range of 7-18 years. We are seeking ladies of good appearance and with a sympathetic and understanding approach to the problems and anxieties of girls residing away from home for 40 weeks in the year.

Experience in residential social work, nursing or education desirable.  
Free board and accommodation plus salary which is negotiable. Minimum of six weeks' holiday with pay per annum. Contributory pension scheme or pension rights respected.

Please write for further details, (giving brief description of your background and career) to Chief Executive Officer, Royal Caledonian Schools, Bushey, Hertfordshire WD2 5TS.

## EDUCATION DEPARTMENT

# Educational Psychologist

£3,900-26,860

An Educational Psychologist is required as soon as possible to join the staff of the Schools Psychological Services. The salary will be in accordance with the Burnham Qualified Teacher salary scale from point 4 on Scale 3 to the maximum of Headteacher 7 with a minimum salary of £2,100 if aged 50 years or more or £2,086 if aged 35 years or more.

Applicants will be required to hold an honours degree in Psychology and to have had recognised postgraduate professional training and relevant teaching experience.

There will be considerable opportunities for development of special interests within the work of the school-based Psychological Service.

Application forms and further details available from the Personnel Officer, Town Hall, Barnsley.  
Closing date 4th February, 1977.

## BARNSLEY

METROPOLITAN BOROUGH COUNCIL

## EXAMINERS continued

### Examiners

#### THE ASSOCIATED EXAMINING BOARD

For the General Certificate of Education  
Applications are invited for the following appointments:  
Examiner in English (Closing date 14.10.77)  
Examiner in Mathematics (Closing date 14.10.77)  
Examiner in Science (Closing date 14.10.77)

**METROPOLITAN BOROUGH OF SOLIHULL**  
Applications are invited for the following appointments:  
Examiner in English (Closing date 14.10.77)  
Examiner in

THE SCHOOL MATHEMATICS PROJECT SMP 11-16

The SMP has decided to develop a comprehensive course for the whole ability range (apart from slow learners) for the age group 11-16.

Team Leader

To start work as soon as possible and in any case not later than September 1977. Candidates must have relevant experience and sympathy with the aims of the SMP.

Further details of the post from the Executive Director, The School Mathematics Project, Westfield College, Kidport Avenue, London, NW3 7ST. The closing date for application is 11th February, 1977.

EDUCATIONAL REPRESENTATIVE

Thomas Nelson and Sons Ltd., a leading educational publisher, requires two full time representatives to promote their list in Primary and Secondary Schools in the following reorganised territories:

- (1) East Midlands, including Warwickshire and South Lincolnshire
(2) East Anglia and Northern Home Counties

These are important appointments so we need people to work on their own initiative, who have teaching and/or sales experience. They will have a thorough knowledge of the educational system, a desire to be commercially successful and the ability to work as part of a team.

Apply in strict confidence with details of experience to the Home Marketing Director, Thomas Nelson & Sons Limited, Windmill Road, Sunbury-on-Thames, Middlesex.

NELSON

TES Guide to Careers in Education 1977-78

General Editor: Tony Howarth

Essential careers information and guidance for all who earn their living (or wish to earn their living) in education inside or outside the UK, whatever their academic level or specialist field.

Published by Thomas Nelson & Sons Ltd., Lincoln Way, Windmill Road, Sunbury-on-Thames, Middlesex TW16 7HP.

Nelson

Visual Aid Technician

The Wotton School of Nursing of Westminster

This is a newly created post, responsible to the Director of Nurse Education, and working closely with Tutorial staff. This position encompasses the day to day use and care of a wide range of Audio-Visual Equipment, and the development of a Learning Resources Unit. Previous experience desirable but not essential. Guidance and instruction will be available to a suitable applicant.

Salary Grade depending on qualifications and experience.

Those interested are invited to apply in writing to: Miss R. Pritch, Director of Nurse Education, The Wotton School of Nursing of Westminster, 30 Vincent Square, London SW1P 2NW.

For further information, a job description, or to arrange an informal visit and discussion, telephone 01-828 9811, ext 426.

Closing date for applications: Friday, 4th February, 1977.

MISCELLANEOUS Appointments continued

REGIONAL COACHES The Football Association invites applications for the position of REGIONAL COACH for the North Eastern Region. Applications should be sent to the Secretary of the Football Association, 100, Strand, London WC2R 0ET.

LONDON LEADERSHIP INTERNATIONAL has vacancies for the following roles: COMMERCIAL WORKERS, SALES REPRESENTATIVE, and ADMINISTRATIVE ASSISTANT.

DURHAM COUNTY COUNCIL seeks a peripatetic EDUCATIONAL INSPECTOR for the County of Durham. Candidates must be of proven teaching experience and have a degree in Education.

GLoucestershire Education Authority seeks a peripatetic EDUCATIONAL INSPECTOR for the County of Gloucestershire. Candidates must be of proven teaching experience and have a degree in Education.

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NORTH TYNSIDE EDUCATIONAL FIELD COURSES

Specialist and General Field Courses for Teachers in North East Tyne and Wear. Courses include: English, Mathematics, Science, and History.

NORTH YORKSHIRE CHAIRMAN COLLEGE OF ADULT EDUCATION offers a wide range of courses for adults, including: English, Mathematics, and Vocational Courses.

THE JOHN BOLLY POTTERY COURSE is a 12-week course for beginners and advanced students. It covers: Pottery, Sculpture, and Ceramics.

ARVON LEADERSHIP WRITING COURSE is a 12-week course for teachers. It covers: Writing, Editing, and Publishing.

MALE GRADUATE (Spanish) with higher degree in Educational Studies. Seeking a position in a school or college.

PAINT, Pol. Dye, Fish on a Red Island Island. Seeking a position in a school or college.

MINING Graduate, M.Eng. in Mining Engineering. Seeking a position in a school or college.

QUALIFYING TEACHER seeks employment in a school or college. Has experience in English and Mathematics.

THE English Language School, Two Wood Road, London, E15 3JH. Offers courses in English for non-native speakers.

ROYAL NORWICH COLLEGE OF MUSIC AND DRAMA. Offers courses in Music and Drama for children and adults.

ELY CATHEDRAL. Offers courses in Music and Drama for children and adults.

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PERSONAL ANNOUNCEMENTS

AGENCY REQUIRES TUTORS in all subjects for children and adults. Contact: The Tutoring Agency, 100, Strand, London WC2R 0ET.

A MORTGAGE THIS MONTH NO WAITING LIST. Contact: The Mortgage Company, 100, Strand, London WC2R 0ET.

BRITISH MUSEUM. Treasures from the British Museum. Contact: The British Museum, 100, Strand, London WC2R 0ET.

HAYWARD GALLERY. South Bank, London. Contact: The Hayward Gallery, 100, Strand, London WC2R 0ET.

TATE GALLERY. Whitehall, London. Contact: The Tate Gallery, 100, Strand, London WC2R 0ET.

Typing and Duplicating. Contact: The Typing and Duplicating Company, 100, Strand, London WC2R 0ET.

For Sale and Wanted and Postal Shopping. Contact: The For Sale and Wanted Company, 100, Strand, London WC2R 0ET.

CARPETS FURNITURE FABRICS. Contact: The Carpets Furniture Fabrics Company, 100, Strand, London WC2R 0ET.

GUILDHALL SCHOOL OF MUSIC AND DRAMA. Offers courses in Music and Drama for children and adults.

ELY CATHEDRAL. Offers courses in Music and Drama for children and adults.

ROYAL NORWICH COLLEGE OF MUSIC AND DRAMA. Offers courses in Music and Drama for children and adults.

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PROPERTIES FOR SALE AND WANTED

FOR SALE: 3-bed semi-detached house in North London. Contact: The Estate Agent, 100, Strand, London WC2R 0ET.

PROPERTIES WANTED: 2-bed flat in Central London. Contact: The Estate Agent, 100, Strand, London WC2R 0ET.

RETIRED: 4-bed detached house in Surrey. Contact: The Estate Agent, 100, Strand, London WC2R 0ET.

CRICKET: 100, Strand, London WC2R 0ET. Contact: The Estate Agent, 100, Strand, London WC2R 0ET.

COURTLANDS CENTRE: 100, Strand, London WC2R 0ET. Contact: The Estate Agent, 100, Strand, London WC2R 0ET.

HOUSING: 100, Strand, London WC2R 0ET. Contact: The Estate Agent, 100, Strand, London WC2R 0ET.

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ACCOMMODATION FOR HOLIDAYS

Accommodation for holidays in the Cotswolds. Contact: The Cotswolds Holiday Home, 100, Strand, London WC2R 0ET.

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SALES REPRESENTATIVE. Ideally, an interest in Art, and 2-3 years teaching experience is what we are looking for.

A company car will be provided. Last, but not least, the opportunities for career development in this pupil-oriented Company are considerable.

Doral Limited, Northway House, High Road, Whetstone, London, N20 9LP.



BOROUGH OF HARINGEY

ENGLISH LANGUAGE RESOURCE CENTRE DEPUTY LEADER

(Scale 3) required from April, 1977, or earlier if possible.

The Deputy Leader will be required to assist the Team Leader in organizing and running the above Resource Centre which acts as a focal point for much English work in Haringey.

Other duties would include some responsibility for the team of teachers working in primary and secondary schools as well as an involvement in in-service training.

Application forms available from the Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

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FLY ON THE CHEAP. Singapore, Kuala Lumpur, Bangkok, Medan, Jakarta, Surabaya, Manila, Australia, New Zealand, Hong Kong, Taipei, Seoul, Osaka, Tokyo, Taipei, Seoul, Osaka, Tokyo.

INTERNATIONAL LANGUAGE CLUB. Address: 100, Strand, London WC2R 0ET.

PARIS HOLIDAY BREAKS. See Paris in November, December, January, February, March, April, May, June, July, August, September, October, November, December.

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Have you heard the one about...?

Television

That new black magic

Kenneth Crippwell

Worldwide Views: Television in Black Africa. BBC2.

Richard Kershaw's series of three hour-long programmes on BBC2—two of which have been broadcast and the final one of which is to be presented on February 1—gives a fascinating picture of the way Black Africa wishes to see itself. The television services which have been established in the richer countries give real insights where the normal documentary provides only a surface picture with interpretations by the (usually white) visitor.

Television services are extremely expensive and require massive financial backing, either by government, by listener licences or advertising to make them viable. Audiences in Africa are small. Even South Africa is finding that 65,000 sets are not enough without additional revenue coming from advertising. And the high cost of transmitting Africa far outnumbers the total number of sets in the rest of Africa.

Television was sold to Africa in the heady days of the early sixties when many countries were becoming independent. Delegations flying to Europe to discuss the conditions of terms often stopped off in Rome, and it was there that they were treated to a novel approach to the problems of providing education on a massive scale.

In the fifties Italian television had set up a programme aimed at teaching literacy to adults—mainly wives living in the south of Italy whose husbands were working in northern Italy or even further afield. The programme was called *It Is Never Too Late* (*Non è mai troppo tardi*) and was presented by a brilliant teacher/actor/artist called Enrico Mattioli. Every day the studios were deluged with letters from so-called literates. There was no question of its success, according to the authorities, and they soon planned more adult programmes and a three-year secondary school system based on television instruction.

The visitors' book at Telescuola reads like a Who's Who of African politicians. It was not surprising that these politicians began to think of television as a powerful instrument to increase and improve education in their own countries. And the hardware merchants were ready with their orderbooks. Television in the Ivory Coast, Zaire and Niger started as educational television—some of it as CCTV. But once it was established and governments began to have to pay the bills, more and more services were taken over by Ministers of Information and, where possible, time was sold for advertising. So it is not surprising that the emphasis on education in these programmes was slight.

The ETV service in Niger is arguably the most important one in Africa. Niger is such a poor country that it cannot afford information or commercial television. The history of the project, funds like the Perle of Poindon; it has suggested from one crisis to another but some of the pupils who started attending the television classes are now entering the formal lycées. They appear to be able to compete with pupils who attended the formal primary schools although the teachers find fault with the standards of their spoken and written French and complain that they ask too many questions. Unfortunately, Richard Kershaw said very little about the effects of the programmes and seemed too much concerned with what they looked like. ETV in the Ivory Coast is supposed to be based on the service in Niger but from the looks of the programmes they owe more to the *Muppetts* and *Sesame Street* than to the course but clearly African programmes made in Niger. The service in the Ivory Coast represents a large slice of World Bank money and it has had its teething troubles—so it would be unfair at this stage to say whether or not it is fulfilling its function.

The first programme of the series was concerned mainly with politics or the presentation of news. In most of the countries audiences are small, particularly educated audiences. The large masses so often shown staring at a screen set up in a community hall or on a streetpost are too far away to see clearly enough to get something from the images. An equally serious barrier to understanding is the language used. In almost all the programmes shown the language was either French or English which is understood only by a small élite.

But within this limitation there was clear evidence of a refreshing willingness to provide a balance. In Nigeria representatives of the army were grilled by journalists in a way that would be unthinkable in other countries under military dictatorship. In Kenya news from Rhodesia is carefully considered, and when an 80-year-old woman was killed by guerrillas, the *Voice of Kenya* presented the item with no shrill claims.

In Zanzibar the television service has been bought from the proceeds of the clove industry and, like South Africa, has gone to colour immediately. It is very much the instrument of the President who sees it as a means of bringing all the forces of the community together even reporting on political trials in full—rather like Cuban television.

News in the French-speaking countries relies heavily on imported newsclips from either France or Belgium although (as with all the African countries in this survey) there is an accent on what the local politicians are doing. After all, this is local

news, although there could be some of the remarks which introduced ITV's previews of school leavers broadcasts made the self-respecting science teacher bristle. In addition to the note of gloom in the current economic climate will be the current use of television even in the most successful of the television programmes. It is not surprising that television could supply experience beyond the scope of the school laboratory. This suggests a technological take-over in a long-running series. Will *The Schoolmaster* but it may be a return to the bad old peak viewing has merely meant the new late slot when it has been made to treat Africa as a whole. Like any other educational aid, television should stimulate activity, especially in the mind. In the introduction to his new series, David Bellamy, with characteristic pardonable exaggeration, asserted that even a rudimentary knowledge of biology could transform an ordinary walk into a mind-blowing experience. He thus reawakened the participation produced by an earlier appearance as Sherlock Holmes in the phenomenon in humdrum Baker Street.

Now, he had chosen to appear as a bearded Fred Scutele to emphasize that education should be fun. He had the plot of fun travelling another. But then he was not round the corner making this series. (*It's More Life with David Bellamy*, Tuesdays, 11.39, Thursdays, 11.00.)

Thames saw fit to illustrate the series with a programme describing the discovery of a new plant in the Canary Islands by Dr Bellamy and three children. The programme "On Safari" was charming to watch—but what about the resultant classroom activity? "On Safari" had all the sun-soaked appeal of a post-Christmas travel commercial. Dr Bellamy and his team turned their backs on the beaches and here and set off on their scientific mission to the hills. There amid exotic flora, they discovered a new specimen which was duly catalogued.

While admitting that photography and sound track were costly, the programme, in a more advanced context for the fifth. This use of the video tape recorder can transform Granada's *Experiment* series on A level chemistry (Fridays, 11.43) into a desirable exploration. It does not matter that the programme is not available to more adaptable to different classes and age groups. It is possible, for example, to select parts of "Fluids" to introduce particle theory to second formers and to use the same programme, in a more advanced context for the fifth.

Fun, experiments and a new species

Frederick Aicken on science series

The preview, indicate the choice is not typical. Dr Bellamy's enthusiasm is genuine and, for a time, infectious; and he obviously gets a lot of fun from these television excursions. But how much fun is there for the rest of us? It remains to be seen. Since science involves discovery not only of information but of ideas and principles, the success of any programme is measured by how much it motivates viewers to discover more for themselves. This is why television demands greater activity from the teacher, it is he who must decide what to do next. The TV series does not give much choice, David Bellamy having imposed his own pattern on the material.

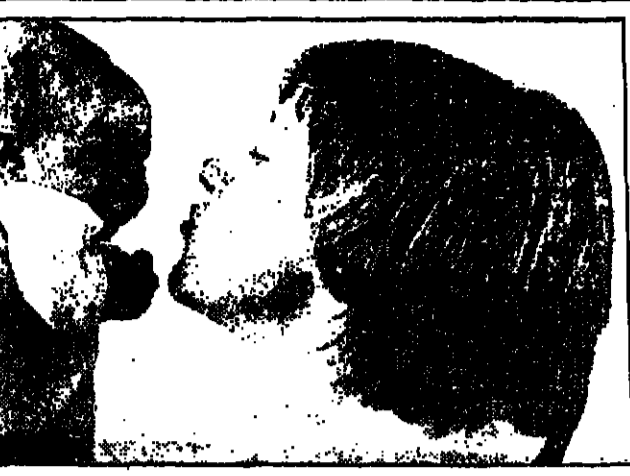
In BBC's *Biology* (Wednesdays, 11.40) the treatment is impersonal so the precise lessons to be learnt are shaped by class discussion. The emphasis in this series is on the interdependence of man and his environment—arguably the theme of any biology course—but, in the absence of a powerful personality, the programme is less compelling than opportunities to discover the relevant principles for themselves.

"On Safari" is a classic example of a simple idea carefully developed in a programme with a beginning, a middle and an end. Because of this the programme is more suitable for repeated viewings. Contrast it with part of the *Physical Science* series (Tuesdays, 11.40) which, like its fellow BBC series on *Biology*, has been seen before. Some programmes on complex subjects have been criticised for being pecked with too much information; yet they have stood the test of time because they can be viewed selectively, information being chosen to shape different lessons.

Such programmes are more untidy than, say, "Free Fell" which, being less ambitious, can be arranged more neatly and completely into its final slot. But they prove to be more adaptable to different classes and age groups. It is possible, for example, to select parts of "Fluids" to introduce particle theory to second formers and to use the same programme, in a more advanced context for the fifth.

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Healthy attitudes

Jackie Hardie on education for parenthood

*Facts for Life* (Tuesdays 9.47, Thursdays 9.42, ITV) is a series of 10 20-minute programmes for students of 15 and over in schools and colleges. It aims to stimulate and tell them about current issues in health education. The third programme continues the theme of childbirth and deals briefly with the topic of home deliveries. Induction, forceps delivery, breeched births, caesarean sections and other techniques used in difficult births are explained by an obstetrician lucidly but without condescension. This programme ends with a sequence on feeding. It deals diplomatically with the "breast versus bottle" issue by stating, "some mothers have to bottle feed" but emphasizing that, whatever the method, it is the relationship between baby and mother that forms the basis for future development. The milestones in this relationship are examined in the final programme.

The teacher's handbook does not contain synopses of these four programmes but these will be added to booklets revised for repeat transmissions. As the topics covered by these four programmes are ones that fascinate adolescents and have important emotional aspects, teachers must be fully prepared for discussion. Previewing these programmes is, therefore, most important. If schools miss or are unable to recover the transmissions, the programmes will be available as 16mm films. Jack Smith and his team are to be congratulated, not only for producing a series that provides accurate information but which also could help pupils acquire positive attitudes towards health and basic opinions and judgments on good evidence. It is a pity, in fact, that the programmes are scheduled for viewing by school and college audiences—many adults could benefit from them.

Briefings

Radio and tv

FE and general interest

*Other People's Children* (Sunday 13.25 BBC1; Tuesday 14.15 BBC 2; Thursday 18.45 BBC 1)

Advice and information for child-minders. *The Education Debate* (Tuesday 23.15 BBC 1)

Stuart Maclure, Editor of the *TES*, and Peter Brown, deputy head of Archbishop Holgate School, join Sir Alex Smith to discuss the argument that our society undervalues production skills and industry fails to attract clever people.

*Music, Maestro, Please!* (Friday 19.00 Radio 3)

Ten programmes on how the listener can get more enjoyment from music. Paul Roberts investigates further the performer's sets about re-creating a piece of music as the composer first imagined it.

**For schools**

*How we used to Live* (Monday 9.57, Thursday 11.39 ITV)

Continuing the saga of the families who occupy 13 Sultan Street. Eight to 12-year-olds learn the effects of the General Strike.

*Look Around* (Monday 10.25 ITV)

The over-10s study changing building techniques especially in relation to homes and bridges. "Construction" illustrates modular building.

*Look and Read* (Tuesday 10.00, Friday 10.00 BBC 1)

The new serial based around a local newspaper and two reporters. Messages made from newspaper cuttings further the plot and seven to nine-year-olds reading ability. Resource material is broadcast on Monday, January 17, 11.40, VHF 4. *Maths Workshop 1* (Wednesday 11.00 BBC 1)

"Round-up one" initiates six weeks work on the circle, spiral and helix for nine and 10-year-olds. Revision of last term's work is followed by an unusual introduction to circles.

*The Land* (Wednesday 11.39, Friday 10.30 ITV)

Examination-oriented pupils look at part of the Dartmoor National Park. Emphasis is laid on the formation of moor, ancient Bronze Age settlements, the local mining industries and water power.

*Scene* (Thursday 11.00 Friday 14.02 BBC 1)

A play for 14 to 16-year-olds about two teenagers who realize how much they rely on their mother when she, mysteriously disappears. *Our Changing World* (Thursday 11.40 VHF 4)

A unit on France dealing with four basic topics: transport and trade; power, farming, conservation and leisure. Thirteen to 16-year-olds see how modern technology is changing the cargoes and location of main port functions in Bordeaux. *Living Language* (Thursday 14.00 VHF 4)

Nine to 11-year-olds are introduced to Homer's *Iliad*. *Prospect* (Friday 11.40 VHF 4)

General sixth forms follow the ideas of Dr Kie Pedlar in a survey of environmental problems. "The Great Harmony of Nature" concentrates on the philosophical attempts of Johnson and Swift to place man in the context of nature.

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Light on a dismal science

Catherine Basham

The Age of Uncertainty. BBC 2. Mondays at 10.00 from January 10.

Lord Keynes is quoted in the first programme of this series as saying "The ideas of political economists and political philosophers, both when they are right, and when they are wrong, are more powerful than is commonly understood. If truth be told, the world is ruled by little else." A strong statement—but it is fair to say that economics is far too important to remain the exclusive preserve of the economists. Although the science of economics is not really terribly difficult, an understanding of economic theories is normally not easy to acquire, partly because most economists are either unable or unwilling to explain them in simple language and partly because we all have bits of economic theories (usually very out-of-date ones) mixed up with our view of the world, and these get in the way of our observation of economic facts.

J. K. Galbraith, Professor of economics at Harvard, is unique among economists in writing lucidly and entertainingly about his subject. The BBC has decided to follow *Clarendon's* *Civilization*, Bronowski's *The Ascent of Man*, and Alastair Cooke's *America* with a series on "the dismal science". It is difficult to imagine anyone else succeeding at it as well as Galbraith. Judging by the first of 13 programmes, the series seems to be followed as a duty, but both highly instructive and very enjoyable. Galbraith's view of economics is an exceptionally wide one: on Monday evening he was seen as a man of great integrity, humane, charming, and often very amusing—a favourite target for his humour is the standard economic textbook picture of society.

Galbraith's brief was to cover "The rise and crisis of industrial society—seen in the light of social

and economic factors". The first programme, "The prophets and the show biz Monday", was both an introduction to the whole series and a look at the early economists—Adam Smith, Ricardo and Malthus—and their theories. The way a pre-industrial agricultural economy worked in countries like France and England was shown and the way in which Smith's theories (as set out in *The Wealth of Nations*) explained both this kind of economy and the early industrial revolution was described and illustrated.

Smith's faith in the merits of the unhampered pursuit of self interest by all is not borne out by later events—the Highland clearances (which were probably the cause of Galbraith's forebears settling in Canada) and the Irish famine. Here Galbraith digressed a little to mention a favourite theme, which gets a programme to itself later in the series—the relationship between land and people. The agricultural economy in the New World was very different from that of Europe; because there was free land available, anyone not happy with his situation could go and work on it, and there was no privileged class of landowners to support. This made immense social as well as economic differences to the society.

Galbraith went on to show how the theories of Ricardo and Malthus appeared to be proved by the events of the Irish famine; certainly Keynes's statement, "the only way to port here—the British government allowed the Irish to starve because the practical suggestions made for the orthodox economic theories of the time. Through these terrible years, food continued to be exported from Ireland as ordained by the sacred principle of free trade."

The first programme ended with a brief glance at the Chicago Exposition of 1893—a symbol of the triumph of classical capitalism—and an outline by Galbraith of some of the rest of the series: will be about why our age is one of uncertainty. The series editor, Adrian Malone,

and his team deserve credit for the way they have translated Galbraith's ideas into visual terms; the location filming for the first programme included in the series (19 are Quezway and the other Physicrats, Adam Smith, Ricardo and Malthus—and their theories. The way a pre-industrial agricultural economy worked in countries like France and England was shown and the way in which Smith's theories (as set out in *The Wealth of Nations*) explained both this kind of economy and the early industrial revolution was described and illustrated.



J. K. Galbraith

Future programmes are to cover "the manners and morals of high capitalism". Karl Marx and his ideas (which will probably surprise a lot of people), the colonial idea, money, Keynes's theory of competition between the United States and Russia, big corporations (this should provide scope for Galbraith's "hand and the people, the ship, commitment" in the final programme a number of people whom Galbraith admires, including Edward Heath, Shirley Williams and Jack Jones, spend a weekend with Galbraith discussing the economic state of the western world.

If you missed this week's programme, an abridged version will be in *The Listener*; if for some compelling reason you cannot be around at 10.00 on Monday, *The Age of Uncertainty* will be published by BBC Publications/André Deutsch on February 24 (7.25).

Radio

The inner pulse of Lawrence

Brendan Hennessy

Sons and Lovers. BBC Radio 4. Sundays, after the 9.00 news.

D. H. Lawrence is dramatic stuff. Characters peel the carapaces off each other, discovering for themselves, and for us, their inner pulses, what makes them different. But the dramatic force is muffled by the loose organization and repetitiveness of such novels as *Sons and Lovers*, and the first two parts of D. G. Bridson's radio adaptation, produced and directed by Trevor Hill, did a clever job with the scalpel.

The theme has been shaped to give a feeling of rising action. The love and ambition of Mrs Morel for her two oldest sons, William and Paul, swell in the embittering restrictions of her marriage to a minor, her determination to keep them away from the pit—and there are effects on the sons' love lives.

This production recognizes how Lawrence's insights tend to flash out of dramatic lucidness—and that the trick is in the selection. Whereas other kinds of writers, muffled by deep wells, can easily be adapted for radio, Lawrence is a natural for the medium. His dialogue has pith and power, and its illumination is fiercer when isolated from, for example, hyperactivity of Paul's heart, which at various times "contracts with love" "bursts with love" and "scalds with pain". Mr Bridson overlaid it with the functional information in *The Archers* fashion, and has an author/narrator, setting up the scenes.

This worked well on the whole, although there were a few changes in the four years he put out (at the end of it William was 21 and Paul 19, so much that needed amending it began to sound rather like *Look at Hedding*. This is a clever getting a clever job with tinkham, then in London, he is, I'd say, Paul finding work, a medical appliances firm in the ham, becoming ill, visiting at her family's farm, William of biometrics and over the being brought home to his achievement to suggest on it, the growing anger and derment of the minor at the stands between him and the son.

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Part two gained from the concentration possible on Mrs Morel's cottage in Broomfield, high-shire, and in the evening at its usual six months' absence. Planned for the least successful 15 per cent of children in the first two years of secondary education, this series is designed to awaken interest, extend language skills and inspire practical and imaginative activities.

In its early days *Television Club* was immediately recognizable as the community with us but different. More recent series, particularly the dramatizations, have the subjects, treatment and a standard of writing and acting, which would have made it a most interesting and useful series for most young teenagers.

The programmes are grouped in pairs. The first programme in each pair is one of nine new plays by David Cook. The second programme is a documentary based on a topic taken from the previous week's play. The first programme in each pair is one of nine new plays by David Cook. The second programme is a documentary based on a topic taken from the previous week's play.

Opportunity to join the club

*Television Club* (BBC, Tuesdays 11.40, Wednesdays 10.00) makes a welcome reappearance this term after its usual six months' absence. Planned for the least successful 15 per cent of children in the first two years of secondary education, this series is designed to awaken interest, extend language skills and inspire practical and imaginative activities. In its early days *Television Club* was immediately recognizable as the community with us but different. More recent series, particularly the dramatizations, have the subjects, treatment and a standard of writing and acting, which would have made it a most interesting and useful series for most young teenagers.

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The plays are concerned with the activities and adventures of nine young people living in a family group children's home. The first play this term is about an 11-year-old called Jimmy who finds a stray dog. When the house mother explains that he cannot keep the dog Jimmy decides to run away. The play follows his adventures and his attempts to face up to reality. The documentary paired with this play "Man's best friend" looks at the relationship between humans and dogs; at working dogs, pets and the dangers associated with dogs. Suggestions for books to read and ideas for further study are skilfully built into the programmes and developed in the pupils' pamphlets. These pamphlets are essential as they are used both during and after the programmes.

Themes examined during the term include relationships, sex roles, caring, teasing, superstition, reality and fantasy. For pupils not ready or able to communicate on this level there are also practical themes. The final play is about a teenage girl who, finding school intolerable, prefers to play truant to be with her girl friend and young baby. The follow-up work is on subjects such as leading a baby and getting value for money, but can also lead on to discussion of sexual obligations, the purpose of education and adjustment to life.

Although *Television Club* is widely used and much appreciated, it is unfortunately only available in the spring and summer terms. Centon's estimate primary level series such as *Merry Go Round* are used successfully with slow learners older than the target audience, but these series are not treated with the special interests of the managing adolescent in mind. Adolescents of all abilities are concerned about adult relationships. To help teachers of less able pupils make wider use of the regular ETV output, the BBC prepares specially notes drawing attention to the programmes in series where the general level of ability is too high for pupils with learning problems. These programmes may need to be used differently from regular series—perhaps by selecting only part of a programme; using a specially prepared commentary or by video taping and allowing pupils to watch the programmes more than once. Although it is useful to have these suggestions, not all schools are so organized that full use can be made of occasional programmes. Anyway there is no substitute for programmes specially prepared for slow-learning children.

Even in times of economic stringency it does not seem unreasonable to ask that *Television Club* should be made available throughout the school year—this could be done by making more use of repeats or by editing programmes from other series and transmitting them at *Television Club* time in the autumn term. The teachers' notes say "The series is called *Television Club* and we hope it can really work like a club". For part of the year and for some pupils this may well happen—but not when the club is closed from July until January.

Cherida Mares

Serious film

Stuart Hood, professor of film and television at the Royal College of Art, told the National Association for Film in Education National Conference in his presidential address last week that film is now accepted as a subject worthy of serious study. "The greatest filmmakers are those who combine reflection with instinct," said Professor Hood, who thinks that film should be studied in its own right as a visual medium. "The condemnation, as now seems Shirley Williams' recent statement that television should become more verbal. Calling for someone to clarify the debate on film study, and especially for the defence of film-making against economic pressures, he declared himself on the side of enjoyment. "Unless we rein this, film study and film-making will become arid occupations." Terry Norris

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